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ABSTRACT

The Computer-Assisted Job Skill Evaluation (CAJSE) project was conducted to develop an evaluation software instrument that could be used in career and technical education programs throughout Texas to provide immediate performance evaluations in vocational-technical and career education. Ten instructors selected from vocational-technical education programs at Tarrant County Junior College attended workshops explaining the principles of software development. They then developed computer-assisted job skills evaluation software for their courses by converting existing evaluation tools into a job skills evaluation program called the Intelligent Questionnaire with the WriteOne. The instructors then used the CAJSE system in their courses and evaluated its effectiveness in clinical and laboratory settings. The effectiveness of the CAJSE project was evaluated by having 77 vocational-technical students use and rate the software. A factor analysis of the students' responses was performed. The CAJSE software was concluded to promote consistent job skill evaluation, provide comprehensive corrective feedback, produce student skills proficiency, and permit efficient use of instructional time. (Appendixes constituting approximately 75% of this document contain a 12-chapter manual explaining how to use the Intelligent Questionnaire with the WriteOne and examples of CAJSE templates and completed CAJSE evaluations.) (MN)

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ED 395 171

# TARRANT COUNTY JUNIOR COLLEGE

# Computer Assisted Job Skill Evaluation (CAJSE) 1994-1995

Funded through the
Carl D. Perkins Technology Act
of
1990

SUBMITTED TO
TEXAS HIGHER EDUCATION
COORDINATING BOARD

August 11, 1995

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# CAJSE: COMPUTER-ASSISTED JOB SKILL EVALUATION PROJECT: FINAL REPORT

The following final report summarizes the progress of a project designed to develop an evaluation software instrument and to deploy and evaluate the use of notebook computers and portable printers as a means of providing immediate performance evaluations in technical-vocational career education. The report is divided into a brief overview of the project, a review of how formative objectives in the project were achieved, a report of a study exploring the overall effectiveness of the project, and recommendations for similar projects in the future. Examples of computerized evaluations instruments are attached to this report along with a computer disk containing the work product of the project. A brief manual for using the computer applications based on the Intelligent Questionnaire with the WriteOne also accompanies the report.

## PROJECT OVERVIEW

### Relevance to State Mandates.

The computer-assisted job skill evaluation project (CAJSE) advanced the goal of improving technical education as set forth in the State's Master Plan for Career and Technical Education . Specifically, CAJSE addressed Objective I-3 by assuring the integration of academic and technical education and Objective III-1 by improving technical education instruction relative to industry skill standards .

Objective I-3 of the Master Plan for Career and Technical Education mandates colleges to strengthen programs by integrating academic curricula and methodology with those employed in technical education. CAJSE met this objective by transferring a proven method of improving student skill,

computerized performance evaluation, developed in an academic field, speech communication, to technical education. Revising selected technical programs in this way means that academic and technical education assume a greater degree of integration thus, improving technical education.

Objective III-1 of the Master Plan further mandates that community and technical colleges in Texas should enhance technical education instruction with respect to business and industry standards. Strategy III-1a, proposed to accomplish this objective, encourages the development of institutional processes designed to improve technical education and increase successful student outcomes. As a result, student competencies in technical skills will improve. Tarrant County Junior College shall assume a leadership role toward this end by implementing an institutional process designed to improve student outcomes, computerized performance evaluation, in several of the technical education programs it offers.

Using Resources and Personnel.

Organizational structure for the project involved a Project Director, ten Evaluation System Developers,and one half-time secretary. The project director monitored designed the pverall project and the activities of the project, submitted progress reports to the Coordinating Board, scheduled meetings of the project advisory committee, authorized payment of project consultants, authorized purchase of equipment and supplies for the project, consulted with the evaluation system developers. The Project Director received a 20% reduction in teaching load in exchange for these duties.

Ten instructors, selected from technical/vocational education programs at Tarrant County Junior College, developed computer-assisted job skills evaluation software for their courses. These technical educators or *Evaluation System*

*Developers* attended project workshops, converted existing evaluation tools into a computer-assisted format, prepared corrective advice for each level of job skills proficiency, incorporated the instructional commentary into job skills evaluation software called the Intelligent Questionnaire, implemented the computer-assisted job skills evaluation system in their courses, evaluated the effectiveness of the computer-assisted job skills evaluation system. Each Evaluation System Developer received the equivalent of one course of overload pay and benefits in exchange for their participation in the project.

## FORMATIVE OBJECTIVES ACCOMPLISHED

CAJSE personnel successfully completed the formative objectives of the project. The following activities illustrate how the CAJSE project performed during the term of the grant.

July 1, 1994 - September 30, 1994

During the first quarter of the project CAJSE provided software and equipment to project participants, trained project participants to use IQ software, and selected clinical evaluation instruments for conversion to the computer-assisted format.

Computer hardware was purchased and distributed to all Evaluation System Developers involved in the CAJSE project. One notebook computer was purchased for each of the ten instructors selected from vocational/technical programs at Tarrant County Junior College and the Project Director. Each of these personnel received one Apple Macintosh model 150 notebook computer and one Apple StyleWriter II portable printer.

Computer software was purchased and distributed to all instructors involved in the CAJSE project. One copy of performance evaluation software, The Intelligent Questionnaire with WriteOne (IQ), was purchased for each of the ten vocational/technical instructors and the project director. IQ was purchased from Performance Guild Associates of Granbury, Texas who publish the software package.

As part of their training, all project participants attended workshops designed to familiarize them with the goals of the project, IQ software and computer equipment. In addition, project participants attended a workshop designed to teach them how IQ stationery documents enable a completed questionnaire to produce a set of personalize evaluation comments, tailored specifically to the performance of each student.

Instructors designed stationery documents based upon their existing job skill performance rating instruments. The instructors also began to adapt their current evaluation criteria into IQ questions and compile job-skills questionnaire. Project consultant C. L. Turner of Performance Guild Associates provided individual assistance to all ten of the faculty involved in the CAJSE project.

October 1, 1994 - December 31, 1994

During the second quarter of the project, CAJSE personnel developed and began to incorporate performance comments into IQ software, tested and refined the IQ stationery and evaluation questionnaires. Developers were advised to prepare an extensive instructional commentary for each level of student skill proficiency they planned to evaluate. At this point, several software developers found the IQ application difficult to use to assemble a coherent and uniquely individualized evaluation out of descriptors and phrases stored in the evaluation questionnaire. However, several developers added performance-related

comments to their job skill evaluation questionnaires. Individual help was provided by the software consultant to remediate these conceptual limitations concerning software development.

January 1, 1995 - March 31, 1995

Developers began initial or pilot testing of the computer-assisted job skill evaluation system. Instructors received individual help from software consultants to refine and perfect their software applications of the IQ software. During this time some practical limitations to the planned system were encountered. These are noted in the discussion of results section of the report. Developers adopted refinements to their IQ stationery and questionnaire files. Following these refinements, software developers began to implement computer-assisted job skill evaluations in clinical and laboratory settings.

April 1, 1995 - June 30, 1995

A comprehensive evaluation instrument, reflecting the summative objectives of the project, was developed and used to assess the overall effectiveness of the CAJSE project. Construct validity for the CAJSE rating scale was established when a factor analysis of the items revealed the four principal dimensions expected.

## SUMMATIVE OBJECTIVES ACCOMPLISHED

CAJSE was organized around four basic assumptions concerning computer-assisted performance evaluation.

1. CAJSE will promote consistent, and hence reliable, evaluations of student job skill performance in clinical and laboratory settings .

2. CAJSE will provide technical/vocational students with comprehensive corrective feedback.

3. CAJSE will produce high levels of student skills proficiency in clinical and laboratory settings.

4. CAJSE will permit efficient use of instructor's time in preparing job skill evaluations.

A study, based upon student ratings was designed and implemented to examine the extent to which the project accomplished the summative objectives. The results of this evaluation study are reported below.

## EVALUATION STUDY

### Hypotheses

In light of the summative objectives of the project, the following hypotheses were advanced:

$H_1$: Technical-vocational students will report that CAJSE software permits consistent job skill evaluation.

$H_2$: Technical-vocational students will report that CAJSE software provides comprehensive correctional feedback.

$H_3$: Technical vocational students will report that CAJSE software produces instructional feedback that is relevant to effective job skills performance.

$H_4$: Technical-vocational students will report that CAJSE software promotes instructional efficiency.

General Procedure

Subjects were 77 technical-vocational students enrolled in the programs for which the CAJSE project had a completed questionnaire. All subjects performed a job skill and received computer-assisted feedback immediately following their performance. Subsequently, each student completed the CAJSE rating scale.

Instrumentation

The CAJSE rating scale consisted of thirty Likert-type items representing the four major summative objectives sought by the project. Specifically, in order to be successful CAJSE software should promote consistent job-skill evaluation, provide comprehensive corrective feedback, produce student skills proficiency, and permit efficient use of instructional time. Equal number of items assessed the positive and negative aspects of each factor. Internal consistency for the CAJSE rating scale, estimated by the split-half methods, was .77. Coefficient alpha for the scale was .94. Therefore, the CAJSE rating scale proved to be a reliable measure of project effectiveness.

Student ratings of CAJSE software were factor analyzed. The varimax solution confirmed the existence of four independent factors or dimensions in the evaluation tool. Data in tables 1 - 4 show the factor loadings and communality estimates for each CAJSE rating scale item.

Table 1.

Factor loadings for CAJSE Rating Scale Items on the Evaluation Consistency Dimension.

| | Varimax Solution | | | | |
|---|---|---|---|---|---|
| Item # | Communality | Factor 1 | Factor 2 | Factor 3 | Factor 4 |
| Item 2 | .659 | .734 | -.066 | .234 | .248 |
| Item 4 | .685 | .806 | -.005 | .184 | -.045 |
| Item 19 | .607 | .568 | .099 | .289 | .347 |
| Item 23 | .776 | .766 | .352 | .072 | .246 |
| Item 25 | .750 | .707 | .280 | .392 | .133 |
| Item 29 | .723 | .807 | .162 | .165 | .135 |

Factor one accounts for 25.95% variance among factors.

Table 2.

Factor loadings for CAJSE Rating Scale Items on the Comprehensive Feedback Dimension.

| | Varimax Solution | | | | |
|---|---|---|---|---|---|
| Item # | Communality | Factor 1 | Factor 2 | Factor 3 | Factor 4 |
| Item 1 | .702 | .085 | .756 | .250 | .245 |
| Item 3 | .714 | .178 | .710 | .076 | .415 |
| Item 7 | .571 | .193 | .564 | .397 | -.240 |
| Item 9 | .818 | .342 | .811 | .101 | .183 |
| Item 11 | .761 | .276 | .799 | .078 | .200 |
| Item 12 | .822 | .114 | .897 | .027 | -.063 |
| Item 14 | .826 | -.233 | .772 | .318 | .272 |
| Item 27 | .749 | .062 | .528 | .308 | .118 |

Factor one accounts for 24.85% variance among factors.

Table 3.

Factor loadings for CAJSE Rating Scale on the Skills Relevance Dimension.

| | Varimax Solution | | | | |
|---|---|---|---|---|---|
| Item # | Communality | Factor 1 | Factor 2 | Factor 3 | Factor 4 |
| Item 13 | .789 | .172 | .211 | .834 | .138 |
| Item 18 | .779 | .288 | .147 | .807 | .148 |
| Item 20 | .801 | .274 | .271 | .805 | .064 |
| Item 21 | .711 | .322 | .124 | .721 | .269 |
| Item 22 | .489 | .135 | .297 | .602 | .141 |
| Item 24 | .427 | -.052 | -.036 | .627 | .174 |
| Item 26 | .769 | .095 | .009 | .814 | .312 |
| Item 28 | .740 | .264 | -.013 | .802 | .165 |

Factor one accounts for 29.8% variance among factors.

Table 4.

Factor loadings for CAJSE Rating Scale Items on the Instructional Efficiency Dimension.

| | Varimax Solution | | | |
|---|---|---|---|---|
| Item # | Communality | Factor 1 | Factor 2 | Factor 3 | Factor 4 |
| Item 5 | .641 | .094 | .432 | .077 | .663 |
| Item 6 | .632 | .355 | .096 | .096 | .572 |
| Item 8 | .595 | .306 | -.162 | .255 | .640 |
| Item 10 | .510 | .394 | .108 | .343 | .745 |
| Item 15 | .707 | .055 | .157 | .172 | .631 |
| Item 16 | .752 | -.147 | .204 | .277 | .782 |
| Item 17 | .741 | .396 | .199 | .373 | .636 |
| Item 30 | .457 | .294 | .118 | .313 | .509 |

Factor one accounts for 19.4% variance among factors.

Each factor was operationally defined by the scale items listed below. Numbers preceding each scale indicate the order in which the item appeared on the rating instrument. The sign in the parentheses indicates the valence of the item, i.e. "+" means a positive trait of the factor, "-" means a negative trait of the factor.

*Factor One - Evaluation Consistency.*

2. The trainer's comments told me in specific terms how well I performed on this assignment. (+)

4. The trainer only told me what I did well in general terms. (-)

19. My evaluation was based on a set of performance criteria or recognized standards. (+)

23. My grade on this assignment was based strictly on participation or simply completing the assignment without consideration of performance standards. (-)

25. The trainer recognized improvement in difficult areas for me. (+)

29. I felt my grade was given without respect to how hard I tried or how much improvement I actually made. (-)

*Factor Two - Comprehensive Feedback*

1. The computer-assisted job-skill evaluation provided enough comments to help me improve my performance. (+)

3. The computer-assisted evaluation did not give me enough information to help me improve my skills performance. (-)

7. Compared to other performance appraisals I have received, I would say the computer-assisted job-skill evaluation was among the most thorough. (+)

9. The computer-assisted performance evaluation provided least feedback I have ever received. (-)

11. The computer-assisted performance evaluation gave me adequate information on how well I did on the assignment. (+)

12. My evaluation gave me no information on how to improve my future skills performances. (-)

14. The trainer made me aware that my success was a product of my own effort and ability. (+)

27. The trainer made me feel my success on skills performances was due to luck or an easy assignment. (-)

*Factor Three - Skills Relevance*

13. The instructor's comments showed he/she was paying attention to my performance. (+)

18. Comments on my performance appraisal showed little attention to my performance (-)

20. The computer-assisted performance evaluation focused on those behaviors most relevant to a successful performance. (+)

21. The computer-assisted job skill evaluation made it seem that I was performing for the teacher's amusement. (-)

22. The trainer's comments explained how changes in my behavior could produce improvement in future performances. (+)

24. The instructor's comments made direct comparisons to how others behaved. (-)

26. The trainer made me feel that learning to perform a skill effectively was fun and/or interesting in its own right. (+)

28. The trainer made me feel that I was learning to perform job skills to win a competition or to please him/her. (-)

*Factor Four - Instructional Efficiency*

5. Comments were delivered immediately following my job skills performance. (+)

6. Comments were delivered in a random and unsystematic manner. (-)

8. Overall, comments on my computer-assisted performance evaluation were very helpful. (+)

10. My computer-assisted performance evaluation was not helpful at all. (-)

15. After reading my job skills evaluation, I was able to clearly see how my performance could be improved. (+)

16. The instructor's comments made me aware of how my performance compared to that of others in the program. (-)

17. After reading the evaluation, I had a greater appreciation of the skills I was asked to perform during the job skills performance. (+)

30. Computer-assisted evaluation distracted me from learning to execute my performance effectively. (-)

## RESULTS OF THE EVALUATION STUDY

Hypothesis One.

Technical-vocational students reported that CAJSE software provided significantly higher levels of evaluation consistency (mean =13.208) than evaluation inconsistency (mean = 7.494, df = 76, mean difference = 5.714, t = 16.742, $p < .0001$). Expected difference between positive and negative traits concerning the consistency of job skill evaluations were assessed using a one-tailed t test for paired samples. The results of this statistical test are reported in Table 5.

Table 5.

Difference Between Positive and Negative Traits of Evaluation Consistency.

| t - test | | | |
|---|---|---|---|
| DF | Mean X - Y | Paired t - value | p (1 - tailed) |
| 76 | 5.714 | 16.742 | .0001 |

Hypothesis one was supported.

Hypothesis Two.

Technical-vocational students reported that CAJSE software provided significantly more comprehensive feedback (mean =17.818) than incomplete instructional feedback (mean = 15.844, df = 76, mean difference = 1.974, t = 6.922, p < .0001). Expected difference between positive and negative traits concerning comprehensive feedback were assessed using a one-tailed t test for paired samples. The results of this statistical test are reported in Table 6.

Table 6.

Difference Between Positive and Negative Traits of Comprehensive Feedback.

| t - test | | | |
|---|---|---|---|
| DF | Mean X - Y | Paired t - value | p (1 - tailed) |
| 76 | 1.974 | 6.922 | .0001 |

Hypothesis two was supported.

Hypothesis Three.

Technical-vocational students reported that CAJSE software provided significantly more relevant feedback about job skills (mean =17.697) than feedback irrelevant to job skills (mean = 15.844, df = 76, mean difference = 1.882, t = 6.835, p < .0001). Expected difference between positive and negative traits regarding the relevance of instructional feedback to job skills were

assessed using a one-tailed t test for paired samples. The results of this statistical test are reported in Table 7.

Table 7.

Difference Between Positive and Negative Traits of Skills Relevance.

| t - test | | | |
|---|---|---|---|
| DF | Mean X - Y | Paired t - value | p (1 - tailed) |
| 76 | 1.8823 | 6.835 | .0001 |

Hypothesis three was supported.

Hypothesis Four.

Technical-vocational students reported that CAJSE software provided feedback with significantly more instructional efficiency (mean =18.117) than instructional inefficiency (mean = 17.645, df = 76, mean difference = .487, t = 1.731, $p < .0438$). Expected difference between positive and negative traits of instructional efficiency were assessed using a one-tailed t test for paired samples. The results of this statistical test are reported in Table 8.

Table 8.

Difference Between Positive and Negative Traits of Instructional Efficiency.

| t - test | | | |
|---|---|---|---|
| DF | Mean X - Y | Paired t - value | p (1 - tailed) |
| 76 | 5.714 | 16.742 | .0001 |

Hypothesis four was supported.

## DISCUSSION OF EVALUATION RESULTS

### Advantages of Computer-assisted Job Skill Evaluation

Based upon the findings of the evaluation study, CAJSE portends several advantages for the technical-vocational educator. First, CAJSE permits consistent job-skills evaluations for technical-vocational students. In the initial year of the project, CAJSE allowed instructors to inform students in specific terms concerning how well they performed during assignments. Based on a set of recognized standards and performance criteria, evaluators were able to recognize gains in student proficiency while eliminating ambiguous comments and capricious grading practices.

Second, CAJSE provides students with comprehensive correctional feedback. Computer-assisted job skill evaluations deliver ample amounts of thorough comments to help students improve on future performances. Under

CAJSE conditions, students become aware of how their own ability and effort contribute to improved job-skills. Students generally thought the feedback they received from IQ software was among the most thorough and helpful they had ever received in a job related setting.

Third, CAJSE produces instructional feedback that is relevant to effective job-skills performance. CAJSE corrective statements included enough attention to the details of job-skills performances, students could understand how changes in behavior produce improvements in future performances. This focus on improving student behavior rather than on competing with others for grades or performing to please the instructor's whims, is an integral part of successful instruction.

Fourth, CAJSE promotes instructional efficiency. CAJSE provides students with immediate, systematic performance feedback. This lead to a greater appreciation among students regarding the skills they were asked to perform. Technical-vocational educators are able to deliver more evaluative and corrective information to students with greater rapidity than with traditional paper-pencil methods.

## Limitations of Computer-assisted Job Skill Evaluation

Despite successful completion of several pieces of evaluation software and the general enervation provided by professional development activities such as CAJSE, resistance to innovation did emerge. Essentially, these areas of resistance represent conceptual and practical limitations unanticipated during the formulation of the grant proposal.

Initially, CAJSE software developers displayed and later overcame difficulty in understanding how the IQ software worked. Although CAJSE software developers were computer literate, most of them were experienced in

DOS/Windows operating systems exclusively. IQ, an application running solely on Macintosh computers, used an entirely different operating system than the software developers anticipated. Some were skeptical that a Macintosh, which they considered an inferior machine, could deliver as promised. Also, they because they had never seen any software operate or perform like IQ, CAJSE software developers had trouble visualizing exactly how the program assembled evaluation statements from observations of student performance. As a result CAJSE software developers were apprehensive about successfully completing the project. However, training sessions, including one provided by the College's Management Information Services staff on the use of Macintosh computers and another by the project consultant on IQ software remediated these problems. Once the CAJSE software developers learned to use the Macintosh computer and realized that IQ software was not altogether mysterious, they acclimated quite well to the project timetable.

However, a more interesting area of resistance to the CAJSE concept surfaced during the development and refinement of evaluation software. In particular, this pertained to using IQ software as a means of filling out existing forms rather than providing corrective advice to students. For example, one evaluation developer proposed computerizing a skills checklist. Although behavioral descriptions of student activity were clearly stated, the focus of the evaluation shifted from the quality of student performance, i.e., how well a skill was executed, to the presence or absence of discrete behaviors. If the evaluator observed all expected behaviors the student's job skill performance was deemed competent. Failure by the student to emit desired behaviors indicated a deficient performance irrespective to the actual affect the student's job skills had on the client. Another evaluation developer resisted further software development because state approved forms were used in that job field. This evaluation

software developer expressed apprehension about generating a facsimile of the form via computer. Both if these evaluators are presently revising their software to accommodate these concerns. For example, the evaluation system developer whose concern was posed for using the right state-approved form has agreed to revise the software concept for laboratory or classroom practice sessions. These exercises employ rating sheets devised by local faculty and have spaces provided for corrective information.

## RECOMMENDATIONS

Based upon the preceding discussion, the following recommendations for future investigations and development of computer-assisted performance evaluation are offered.

First, software developers need generous amounts of time in order that they might optimizes chances for success. The act of developing computer software, especially in an exotic application like IQ, is a cognitively complex task. Most technical-vocational educators will have little experience in software development. In order to employ IQ based evaluation software they must learn to visualize the evaluation process in a completely different way than before. Although workshops and individual help from consultants was provided CAJSE software developers a good deal of time on task was required before the task became more clear.

Second, novice software developers should work from a template or model. The greatest difficulties in understanding how to computerize an existing evaluation system were experienced when CAJSE software developers tried to compile their questionnaires from scratch. Later, as a result of individual consultations by C. L. Turner of Performance Guild Associates with these faculty,

progress came more quickly once the faculty began modifying an existing questionnaire. Deconstructing a suitable model allowed CAJSE software developers to understand the logic of the IQ application. Software publishers should provide a template questionnaire from which novice designers could work.

Third, technical-vocational faculty who attempt the development of computer-assisted evaluation software should know the difference between using a computer to fill out or generate a completed facsimile of an existing form and providing a unique performance evaluation personalized for each student. This distinction is more than a simple matter of taste. If a faculty member merely needs to generate completed form without corrective feedback, he/she should investigate using off-the-shelf form generation software. Numerous software packages presently available in both IBM (DOS/Windows) and Macintosh operating environments will address this need without the expense of specialized training. On the other hand, if the faculty member envisions using a portable computer to create individualized performance evaluations the CAJSE project model is advised.

Fourth, future studies of computer-assisted performance evaluation in technical-vocational education should employ or modify the CAJSE rating scale. Although these rating scale items were initially developed to reflect the four summative objectives of the project, factor analysis confirmed the original dimensions of evaluation consistency, comprehensive feedback, skills relevance, and instructional efficiency. Moreover, the scale demonstrated internal reliability. Future investigators could adapt these scales and employ them as a means of evaluating the effectiveness of computer-assisted performance evaluations.

ATTACHMENT

IQ with the WriteOne Manual Materials

# Chapter 1

# *Introduction*...GETTING STARTED

This is a short chapter telling you how to get started with *Intelligent Questionnaire With The WriteOne*. It contains

- System Requirements
- Prerequisite Skills and Knowledge
- Starting *Intelligent Questionnaire With The WriteOne*
- Personalizing Your Disk
- Fulfilling Your Copyright Agreement

# *Intelligent Questionnaire With TheWriteOne v1.3*

## System Requirements

To use *Intelligent Questionnaire With The WriteOne* you will need at least the following:

- Macintosh with at least 1 megabyte of memory with
- System 6.0.2 or later, and
- 800K disk drive.

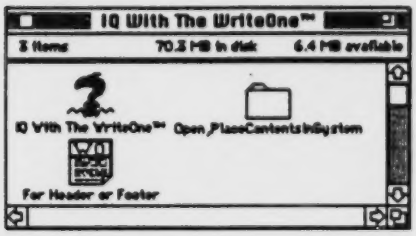
## Prerequisite Skills/Knowledge

This manual assumes you already have read your *Macintosh System Software User's Guide* and have a good working knowledge of the Macintosh Graphic User Interface. If you don't, please read the Macintosh User's Guide to become familiar with the terms used in the book and follow the basic tutorial.

## Starting *Intelligent Questionnaire With The WriteOne*

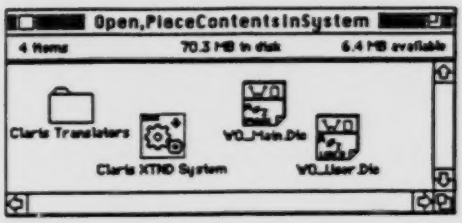
1. Turn on your computer.
2. Insert your *Intelligent Questionnaire With The WriteOne* master application program disk in the internal disk drive.

The disk files and folders should look something like this:



3. Perform these operations in some order:

   - Open the folder indicated. It should look something like this:




   - Copy the CONTENTS of the folder to the System Folder.

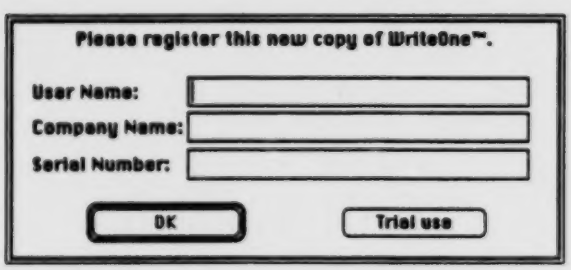
     For Macintosh System 7. users, Claris Translators and Claris XTND System must be placed in the Extensions folder.

   - Open the *Intelligent Questionnaire With The WriteOne* application.

     1. Click the *Intelligent Questionnaire With The WriteOne* application disk icon to select it.

     2. From the **File** menu choose **Open**.

The first time you open the application the following dialog box will appear:



## Personalizing Your Disk

1. In the dialog box that appears, type in
   - Your name
   - Your company's name (optional)
   - Serial number (located in the disk packet).
2. Check the information.

**This is the only chance you will have to MAKE SURE the information is correct.**

3. Click the **OK** button.

## Fulfilling Your Copyright Agreement

| If you as an INDIVIDUAL user are using: | And use: | You | Retain for Archival: |
|---|---|---|---|
| HARD drive | → | Copy hard disk. | Original |
| FLOPPY | → | Make a *single* copy. | Original or copy |
| Hard drive OR Floppy drive | A "Dedicated Computer" >80% of the time. | Make *one additional copy* for < 20% time use on a home computer. | ——— |

# Chapter 2

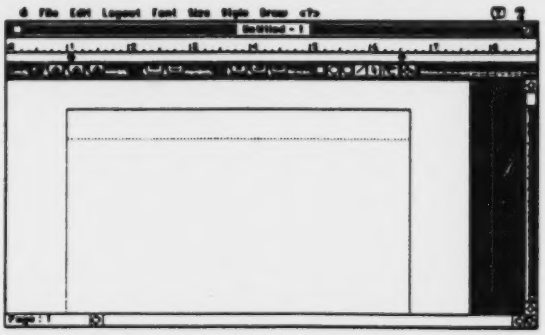
# The Basics...Creating A Document

In this chapter, you will learn how to create a short document and how to make some basic editing changes to it.

You will perform the following operations:

- Typing Text
- Selecting and Deleting Text
- Saving a Document
- Opening a Document
- Closing a Document

When you first start up *Intelligent Questionnaire With The WriteOne* a default, blank window will open. This is the *WriteOne* WORDPROCESSING AND GRAPHICS function. The Intelligent Questionnaire function is enabled by choosing «?» on the menu.





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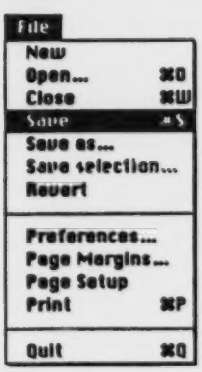
## Typing Text

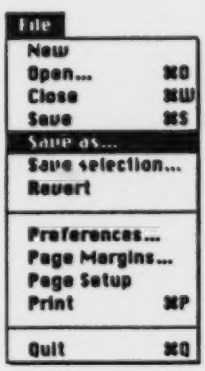
- Type characters on the keyboard remembering NOT to press *return* until the end of the paragraph.
- Use the ***backspace*** key (or ***delete*** key on some Macintosh computers) in the event of a typing mistake.
- Insert text by pointing with the mouse and clicking the pointer (I-beam) between the words or letters where you wish to type.

## Selecting and Deleting Text

1. Position the pointer (I-Beam) where you wish to start.
2. Drag until the word(s) or letter(s) in the word is(are) completely highlighted.
3. Press the ***backspace*** key (or ***delete*** key) to delete the word OR start typing and the selection will be replaced.

## Saving a Document



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| If you are Saving a Document: | And you wish to Save the Document: | Then from the **File** menu choose: |
|---|---|---|
| That has already been TITLED. | AS TITLED | **Save** |
| | With a NEW TITLE | **Save as...**<br>The following dialog box will appear. |
| Has NOT been titled. | → | **Save** OR **Save as...**<br>The following dialog box will appear. |

1. Select location, format, and title in some order:
   - Select the LOCATION for the file to be saved.
     - Select a disk by clicking the **Drive** and/or **Eject** (or **Desktop**) buttons as necessary.
     - Select a folder or disk using the scroll box pop-up menu.
   - Select the FILE FORMAT using the **File Format:** pop-up menu.
   - Type in the **Save as:** box the TITLE you want for your document.
2. Click the **Save** button.



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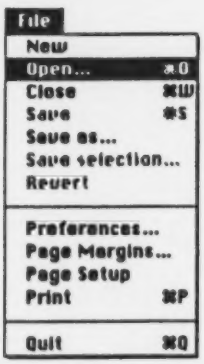
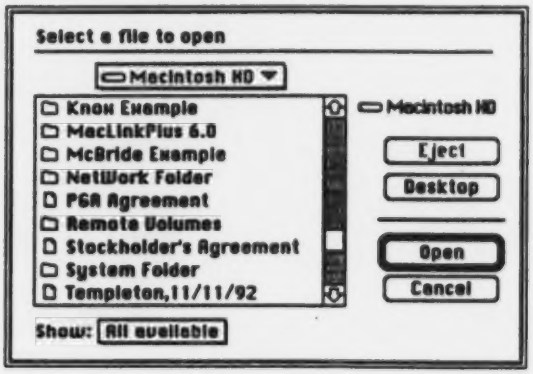
## Opening A Document




1. From the **File** menu choose **Open...**

The following dialog box will appear:




2. Select LOCATION and FILE TYPES in some order:
   - Select the LOCATION of the file to be opened:
     - Select a disk using the **Drive** and/or **Eject** (or **Desktop**) buttons as necessary.
     - Select a folder or disk using the scroll box pop-up menu.
   - Select the FILE TYPES using the **File Types:** pop-up menu.
3. Click the **Open** button OR double-click the file/folder name to be opened.



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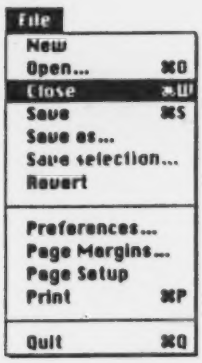
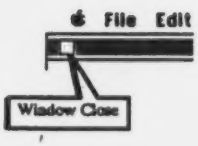
## Closing a Document



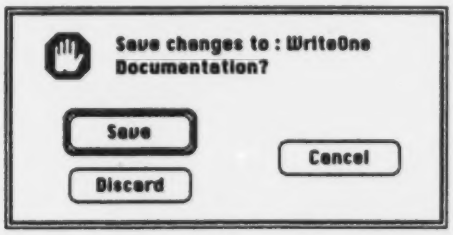

1. To CLOSE a document (window), from the **File** menu choose **Close,**




OR

Click while the pointer is in the left hand white box of a window's title.

2. *WriteOne* will ask if you want to keep any changes to your document, if any changes have been made since the document was last saved.



# Chapter 3

# More Basics...Revising a Document

Now that you can perform the basics of creating and editing a document, you are ready to modify an existing document.

In this chapter, you will learn the following operations:

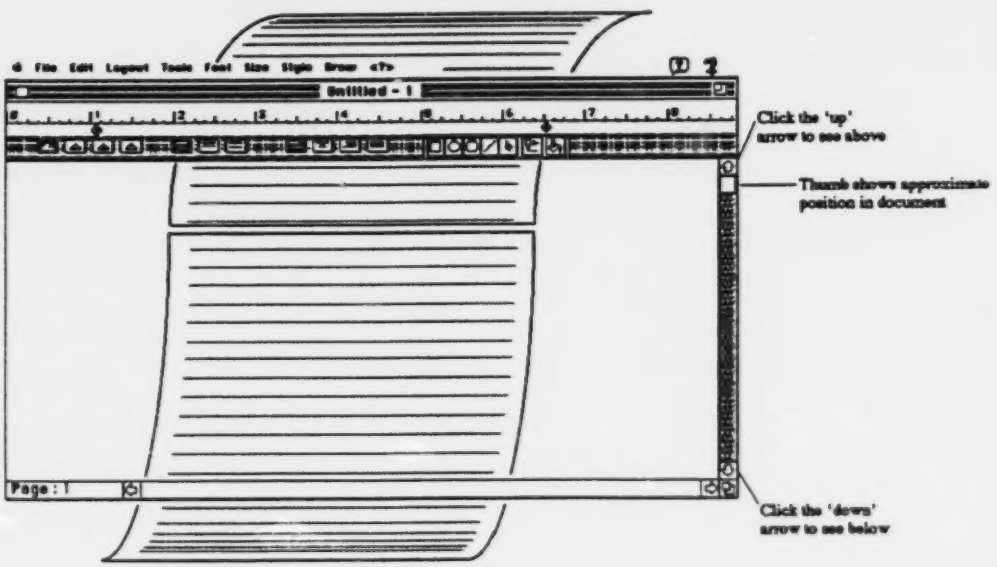
- Beginning a Document
- Scrolling Through a Document
- Moving Text with Cut (or Copy) and Paste
- "Redlining" a Document
- Finding (& Replacing) Text Revision
- Saving Text Revisions

## Beginning a Document

| If you wish to: | From the **File** menu choose: |
|---|---|
| Start a NEW document. | **New**<br>A new untitled *WriteOne* document will appear. |
| Open an EXISTING document. | **Open...**<br>Follow the steps, Opening a Document. |

## Scrolling Through a Document

*Scrolling* means moving the text through the window to bring different parts of the document into view.


Untitled - 1
Page : 1
Click the 'up' arrow to see above
Thumb shows approximate position in document
Click the 'down' arrow to see below



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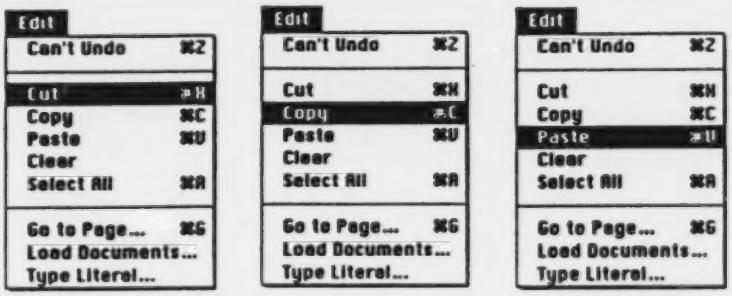
Use the decision table following and the picture on the preceding page for scrolling a document.

| To Adjust the Text in the Window: | Click: |
|---|---|
| LINE-BY-LINE (approximately). | While over the "up" or "down" ARROWS. |
| By SCREEN LENGTHS. | Above or below the white box (THUMB) inside the scroll bar. |
| By scrolling FAR into the Document *QUICKLY.* | While OVER the scroll bar THUMB and drag it up or down to the new location. |

## Moving Text With Cut (or Copy) and Paste



1. Highlight the text with the pointer.

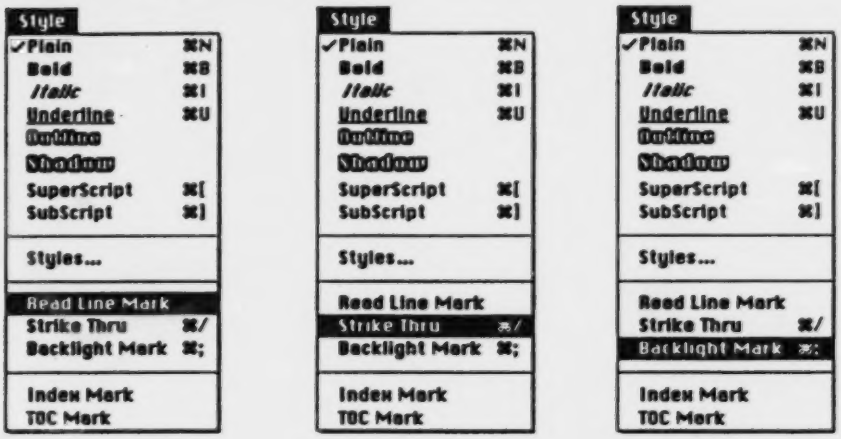
2. From the **Edit** menu, choose **Cut** (or **Copy**).
   (The text is now on the clipboard).

3. Place the insert point where you wish the text to be placed.

4. From the **Edit** menu, choose **Paste**.

## "Redlining" a Document

Several methods are useable to "redline" a document with *WriteOne*. We use shading, a Backlight Mark, to show new language; a line drawn through words (Strike Through) to show deletions, and a Read Line Mark to show paragraphs affected.




When a paragraph needs to be MARKED AS CHANGED (REVISED), as in a read line:

1. Place the insert point anywhere in the paragraph.

2. From the **Style** menu, choose **Read Line Mark**.

Read Line Marks appear at the right of the text at the margin like the example on the right.



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When you wish to use SHADING to "BACKLIGHT" words:

1. Select the text by highlighting that you wish to shade with a backlight mark.

2. From the **Style** menu, choose **Backlight Mark**.

When you wish to STRIKE THROUGH text:

1. Select the text by highlighting that you wish to strike through.

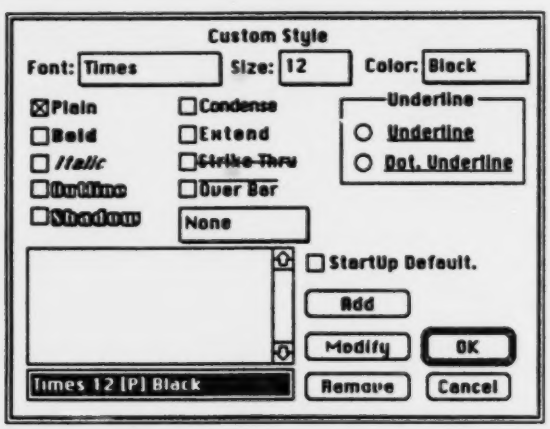
2. From the **Style** menu, choose **Strike Thru**.

You may accomplish the previous operations (Read Line Mark, Backlight, or Strike Thru using this procedure as well.

1. Select the text by highlighting that you wish.

2 From the **Style** menu, choose **Styles...**.

The following dialog box will appear:




3. Use the check box for **Strike Thru**,

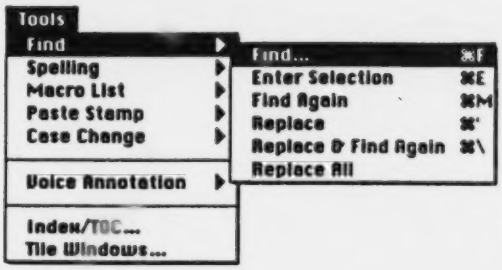
☐ Strike-Thru

OR,

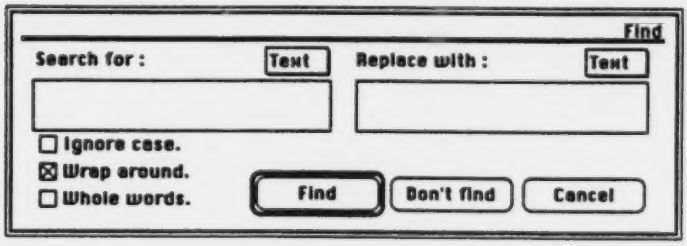
Use the Pop-up menu above the scroll box to select your choice.

## Finding (& Replacing) Text or Style Revisions

You can use **Find** from the **Tools** menu to Find & Replace tabs, words, or styles.




When you select **Find** from the **Tools** menu, the following dialog box will appear:



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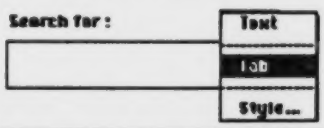
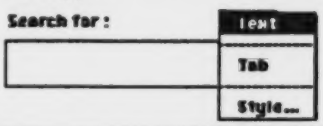
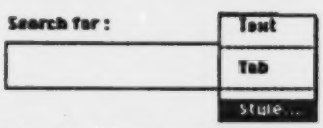
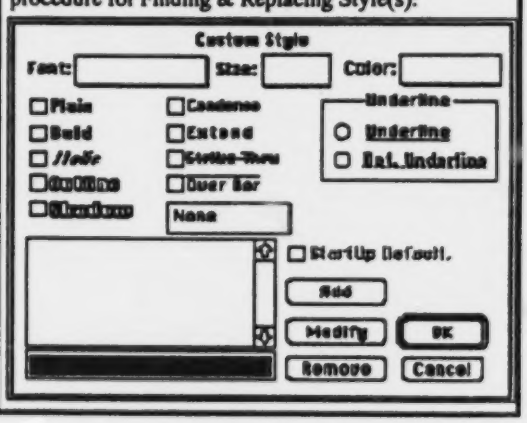
| If you wish to find/replace: | Then: |
|---|---|
| Tab(s) | Use the pop-up to select **Tab** to find and/or replace.   |
| Word(s) | Use the pop-up to select **TEXT** and use the following procedure for Finding & Replacing Word(s):   |
| Style(s) | Use the pop-up to select **Style....**   When the dialog box appears use the following procedure for Finding & Replacing Style(s):  Custom Style Font: Size: Color: Plain Bold Condense Extend Underline Underline Dot. Underline None StartUp Default. Add Modify OK Remove Cancel |



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## Finding (& Replacing) Word(s)

1. Decide on the word(s) you wish to find/replace.

| If the word(s) — words must be consecutive — you wish to find/replace are: | Then: |
|---|---|
| NOT readily seen on the document. | From the **Tools** menu, choose **Find**, and then from the submenu select **Find...**<br><br>The following dialog box will appear: |
| Can be readily highlighted on the document. | 1. Highlight the selected word(s).<br><br>2. From the **Tools** menu choose **Find**, and then from the submenu select **Enter Selection**.<br><br>3. From the **Tools** menu choose **Find**, and then from the submenu select **Find...**<br><br>The following dialog box will appear with the selection entered in the **Search for:** box: |

2. Verify OR type in the **Search for:** box the word(s) you wish to find.

3. Use the check boxes to search as needed:

   - Checking **Ignore case.** will search for words without regard to UPPER CASE or lower case.

   - Checking **Wrap around.** will search from the cursor position, *wrap around* the end of the document, and return to the starting position.

   - Checking **Whole words.** will search only words with leading or trailing word breaks (spaces, punctuation, and tabs). *The WriteOne* will find only the words NOT embedded in text with this box checked.

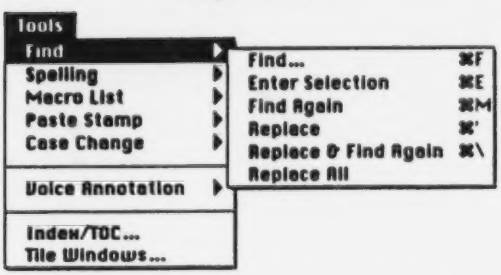
4. Enter the word(s) in the **Replace with:** box that you want to use as REPLACEMENTS for the word(s) you find. You may also choose to replace with a tab or a style.

5. Start the search.

| If the word(s) you wish to find/replace is(are): | Then: |
|---|---|
| HIGHLIGHTED | You may click the button labeled **Don't find** to treat the highlighted word(s) as the *first occurrence.* |
| NOT highlighted | Click the button labeled **Find.** |

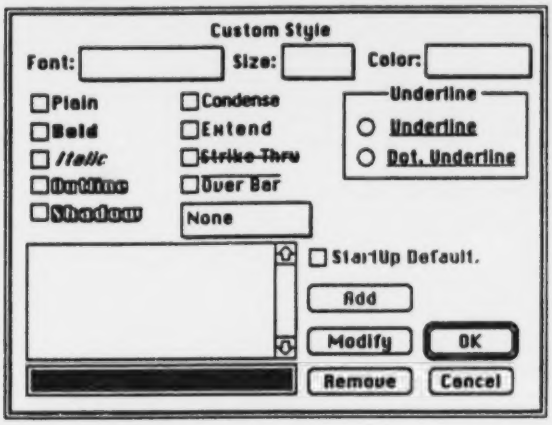
6. Use selections from the **Tools** menu to —

- **Find Again,** OR
- **Replace,** OR
- **Replace & Find Again,** OR
- **Replace All.**



## Finding (& Replacing) Style(s)

1. Decide on the styles(s) you wish to find/replace using the dialog box that appeared after selecting Style... from the pop-up menu.




2. Use the pop-up menu's, check boxes and radio buttons to select style search criteria.

3. Click the **OK** button.

4. The Find dialog box will reappear.

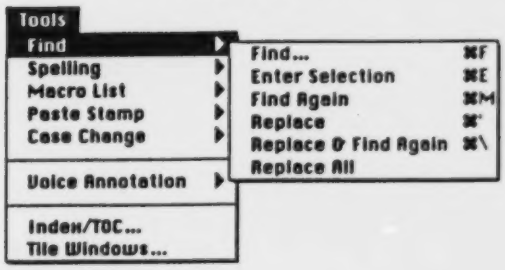
   Checking the **Wrap around.** checkbox will search from the cursor position, *wrap around* the end of the document, and return to the starting position.

5. Enter the text, tab or style in the **Replace with:** box that you want to use as REPLACEMENTS for the style(s) you find.

6. Click **Find**.

7. Use selections from the **Tools** menu to —

   - **Find Again**, OR
   - **Replace**, OR
   - **Replace & Find Again**, OR
   - **Replace All**.




## Saving Text Revisions

From the **File** menu, choose **Save** OR **Save as...** and follow the steps described in Saving a Document.

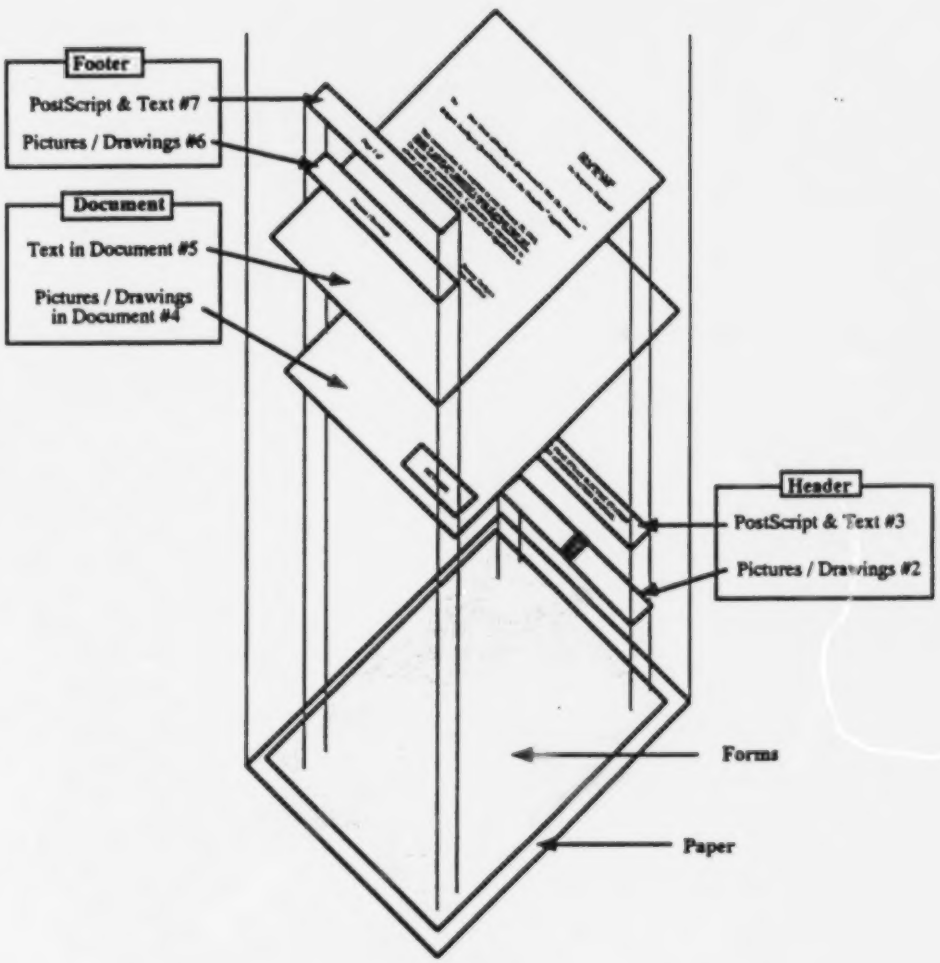
# Chapter 11

# Producing Output...Printing

*WriteOne* produces a printed output on the page in relation to your placement of margins, headers, footers, etc. Other effects can be achieved by your use of Stack Printing Order. This short chapter describes:

- Stack Printing Order
- Printing A Document

## Stack Printing Order




**Stack Printing Order:**

#1 - Overlay Form(s)
#2 - Header Pictures / Drawings
#3 - Header PostScript & Text
#4 - Document Pictures / Drawings
#5 - Document Text
#6 - Footer Pictures / Drawings
#7 - Footer PostScript & Text



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## Printing a Document

| If you wish to PRINT a *WriteOne* document | Then: |
|---|---|
| With *WriteOne* OPEN | 1. OPEN the DOCUMENT you wish to print.<br>2. From the **File** menu, choose the word **Print**.<br>A dialogue box consistent with the printer selected in the **Chooser** will appear.<br>3. Select PRINTING OPTIONS.<br>4. Click the **OK** button. |
| The FINDER | 1. Select all the FILES you wish to print.<br>2. From the **File** menu, choose the word **Print**.<br>When *WriteOne* opens, a dialogue box consistent with the printer selected in the **Chooser** will appear.<br>3. Set PRINTING OPTIONS for ALL DOCUMENTS.<br>4. Click the **OK** button. |

To print forms on the page before the text of the document, see Chapter 6, **Using Pictures and Drawings**, topic Pictures as Printer Forms.

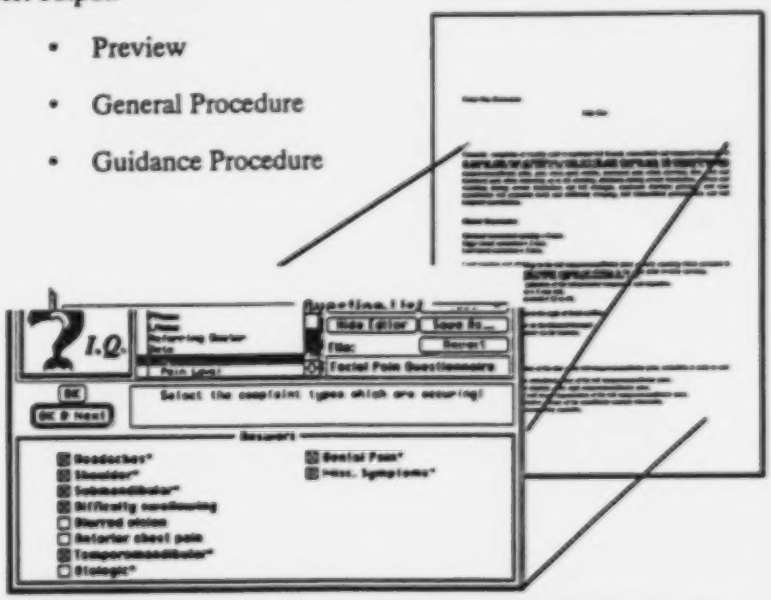
***Note the print order of a document's content on previous page.**

# Chapter 12

# *Intelligent Questionnaire...*Preview

***Intelligent Questionnaire With The WriteOne*** employs an Interactive, Intelligent Questionnaire that you may use to model an EXPERT SYSTEM by custom definable rules and custom editable report output.

- Preview
- General Procedure
- Guidance Procedure



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## Preview of PREVIEW for Questionnaire

Intelligent Questinnaire is a RULE-based system that allows you to define your own rules. The rule set is an EXPERT SYSTEM of Questions-Answers that may be logically linked.

The output is placed in a TEXT and GRAPHICS processor that is fully editable.

The parts of the System are...

- The merge document (stationery) with "ID Merge Fields"...
    - I.Q. Functions—functions may be placed in the document or work in concert with functions in the Questionnaire to perform such functions as database lookup, test, case change, page break, search, set value, arithmetic, etc.
- The Questionnaire with...
    - Questionnaire ID's—which will merge into the document **ID Merge Field** of the same name. You may write a question **"prompt"** for each Questionnaire ID.
    - I.Q. Functions—functions may be placed in the Questionnaire or work in concert with the functions in the Document to perform such functions as database lookup, test, case change, page break, search, set value, arithmetic, etc.
    - Answers—single or multiple ***type*** and ***formatted*** as radio button, check box, list, edit field, phrase, or phrase list.
    - Merge Text—This is the actual "form" of the answer that is the document output. Two forms of the same answer can be developed: **Primary Merge** and **Secondary Merge**.

## General Procedure for Questionnaire

The most general description is this:

- For USING the Questionnaire:
  1. Answer the Questionnaire-based answers for all document merge fields. (One or more Questionnaires).
  2. Merge Primary (or Secondary) language with the open document.
- For DEVELOPING the Questionnaire:
  1. Develop the OUTPUT document.
  2. Develop all the alternative questions-answers which produce the output and make the logical relationships.
  3. Write the form of the answers for the output.

## Guidance Procedure for Questionnaire

### Developing A Questionnaire:

Example:

1. Developing the Output.

This is a medical statement you presently record from a clinical patient:

"Mary states that she smokes about one pack of cigarettes a day."

- Analyze the statement.

"Mary" is the preferred name reference of the patient.
"she" is a personal pronoun reference.
"smokes" is the object; he(she) smokes or not.
"about one pack of cigarettes" is amount (could be none or any amount AND is DEPENDENT on "smokes").

- Now, rewrite the statement in general terms with "PLACEHOLDERS" like this...

[PName] states that [PRef] [smokes].

The brackets contain our "trial merge fields." The final merge document statement might look like this...

«PName» states that «PRef» «Smokes»

2. Develop all the alternative questions-answers which produce the output and make the logical relationships.

   Basic Analysis: What is NAME?

   "Mary," "preferred name," or [PName] is the phone book and then some. Rather than attempting a list of ALL possibilities, use an "edit field" for this.

   Basic Analysis: What is PERSONAL REFERENCE?

   "she," "personal reference," or [PRef] could be these possibilities: he, she OR his, her.

   Basic Analysis: What is OBJECT?

   "smokes" placeholder, [smokes], can be these possibilities "does not smoke," "smokes less than one pack a day," "smokes about one pack a day," or "smokes more than one pack a day," OR other such object data.

3. Replace "placeholders" with ID merge fields.

SUMMARY:

We generalize a typical OUTPUT DOCUMENT with "placeholders."

We have NAME, PERSONAL REFERENCE, and OBJECT (smoking) to be developed with appropriate logical linkage. For these attributes of the statement, we then develop a QUESTIONNAIARE.

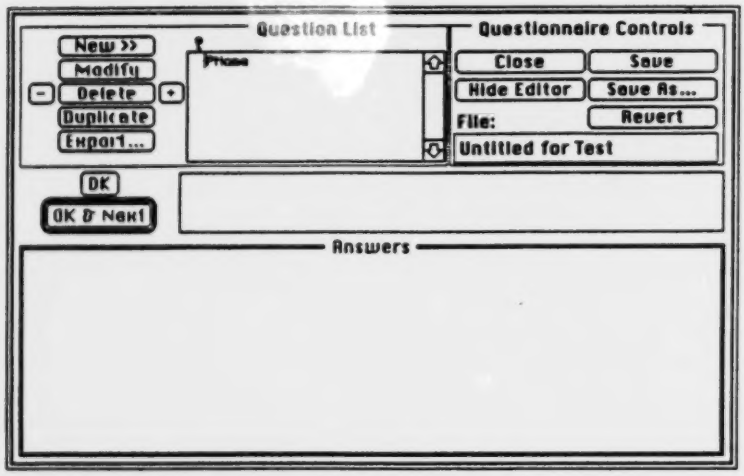
Then we replace the "placeholders" with the ID Merge Fields.

For this out put:

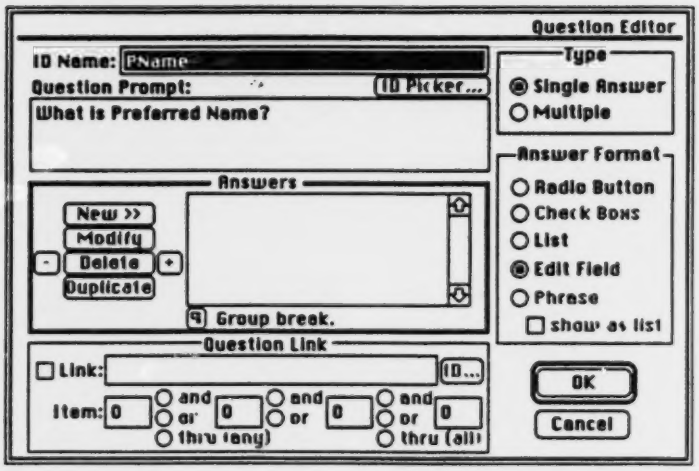
[PName] states that [PRef] [smokes].

Develop the questionnaire:

1. NAME. Preferred Name or **PName.**

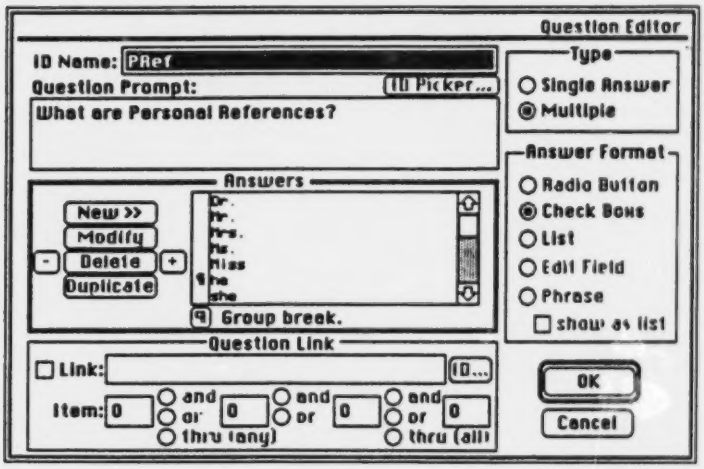



Preferred Name and Question Prompt and selection of **Edit Field** as **Answer Format.**



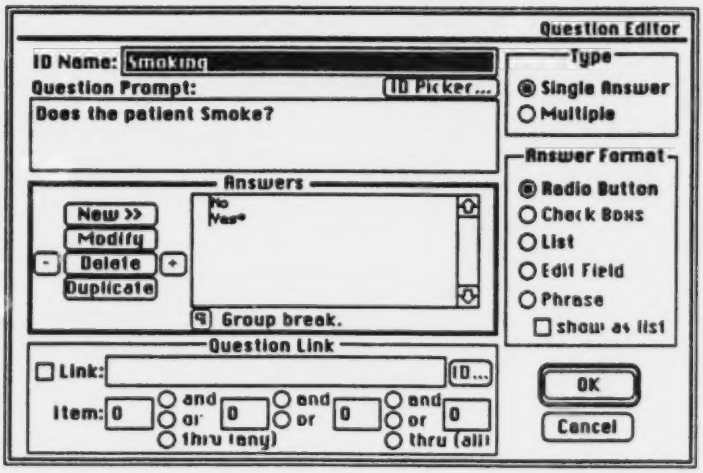
[PName] states that [PRef] [smokes].

2. PERSONAL REFERENCE. **ID Name: PRef**, Question Prompt and selection of **Check Boxs** as **Answer Format.**




[PName] states that [PRef] [smokes].

3. OBJECT. **ID Name: Smoking**, Question Prompt and selection of **Radio Button** as **Answer Format.**



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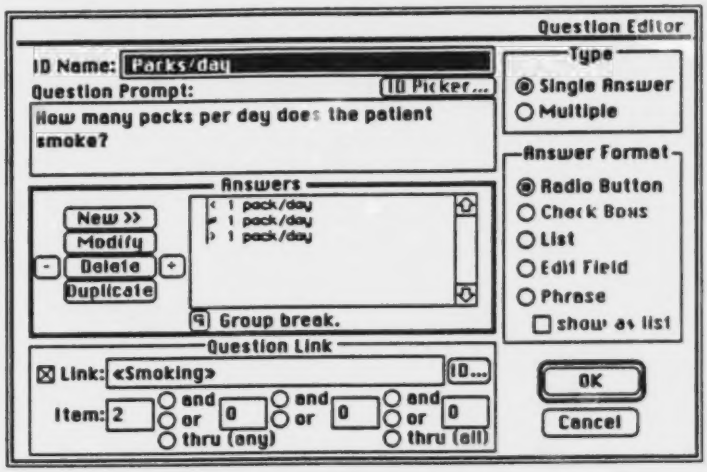
4. OBJECT LINK. **ID Name: Packs/Day**, Question Prompt, and selection of **Radio Button** as format.

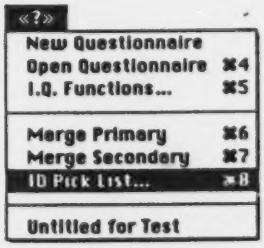
Linkage with **Question ID Name: Smoking, Item Number: 2** (Yes).




5. Replacement of placeholders with ID merge fields.

Highlight the placeholder.

Choose **ID Pick List...** from the menu.




The following dialog box will appear:



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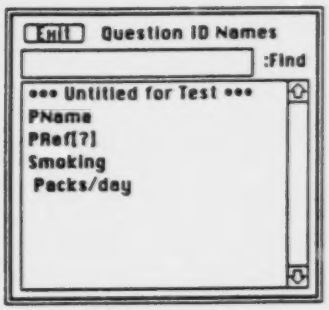


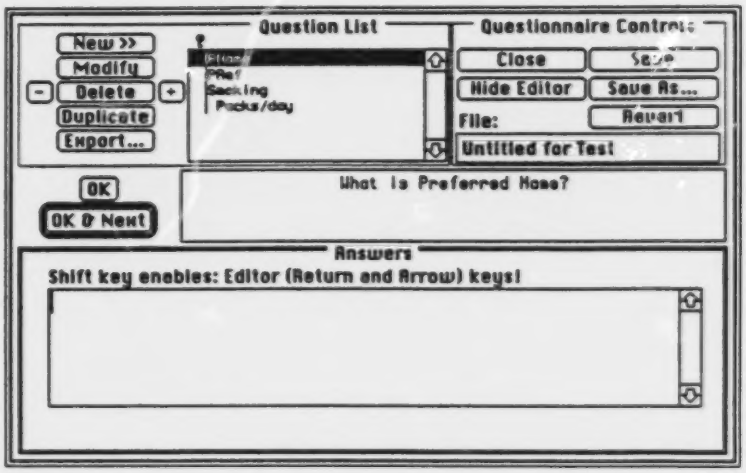

Double-click the ID Name corresponding to the placeholder.

[PName] states that [PRef] [smokes].

becomes, after editing (the PRef we want is in "column 2"),

«PName» states that «PRef[2]» «Smoking»

The Resulting QUESTONNAIRE...



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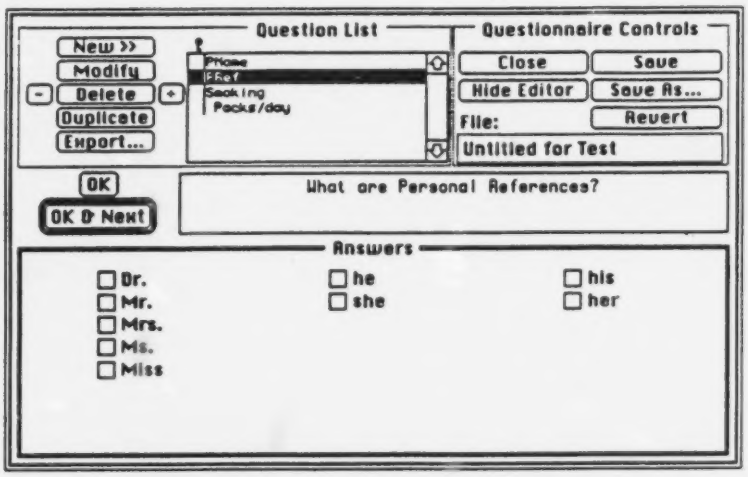


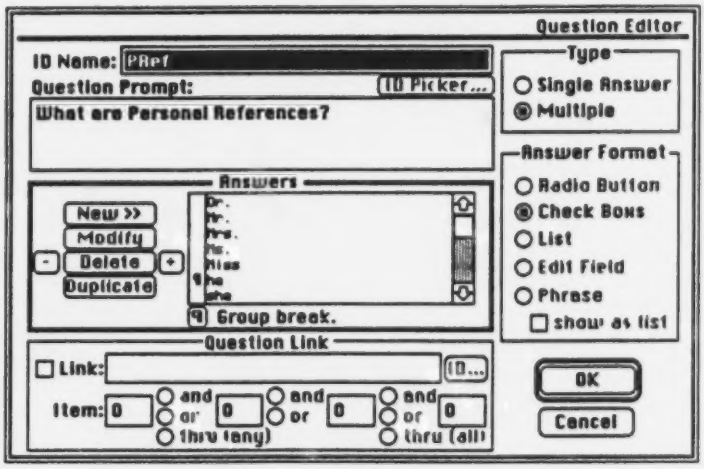


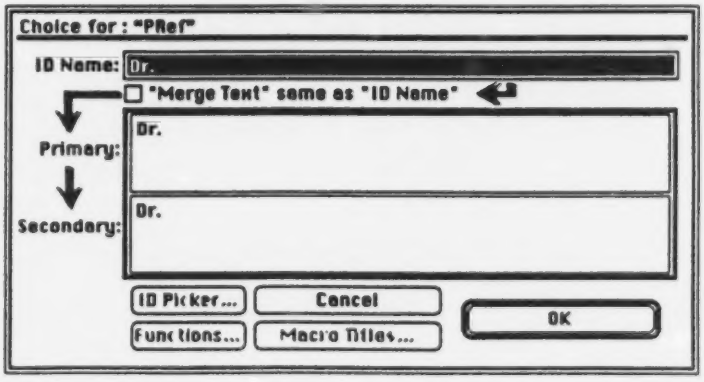






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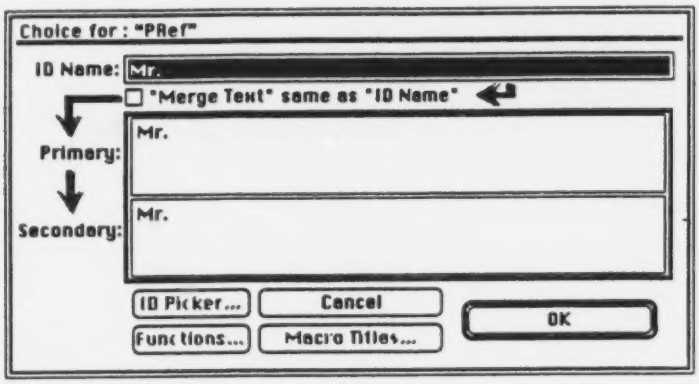
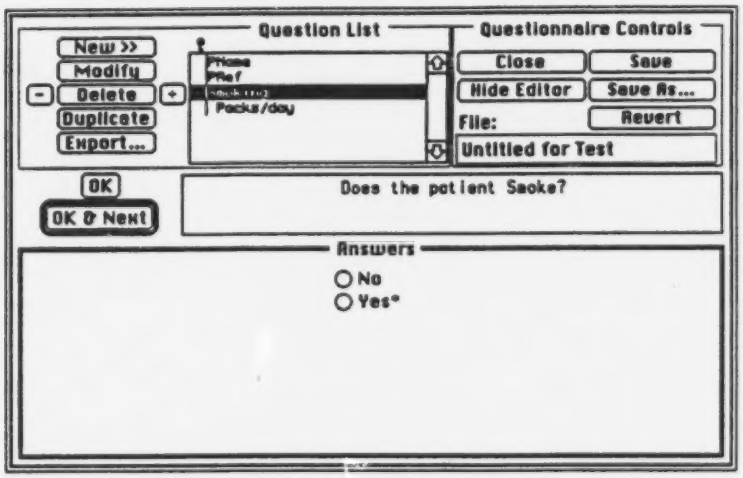
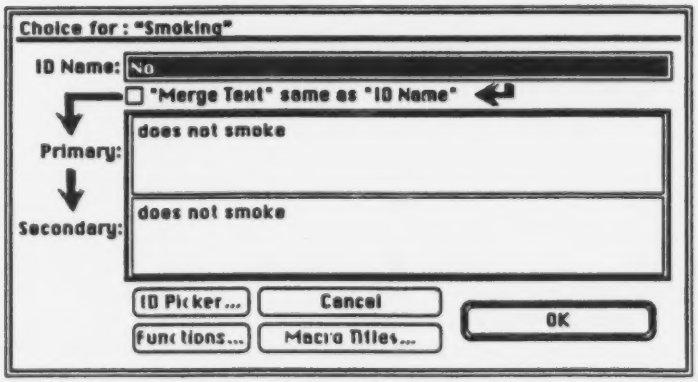
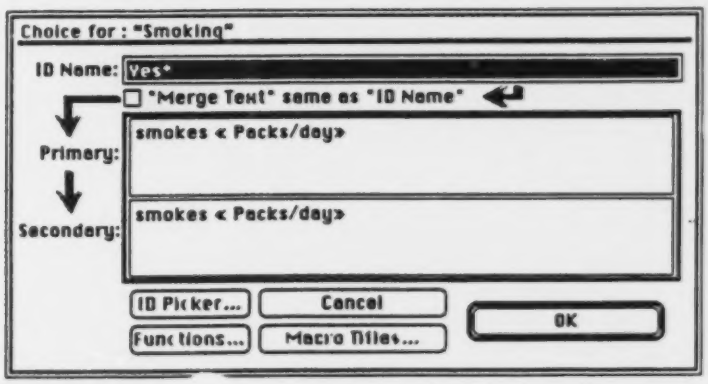

Choice for : "PRef"
ID Name:
Mr.
"Merge Text" same as "ID Name"
Primary:
Mr.
Secondary:
Mr.
ID Picker...
Cancel
Functions...
Macro Titles...
OK

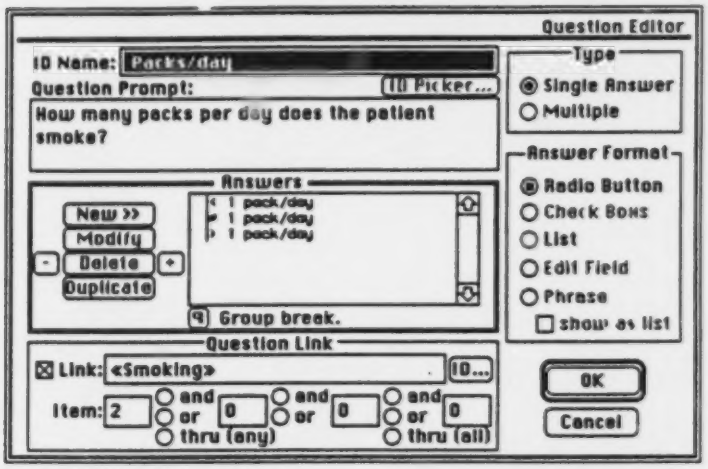
•
•
•

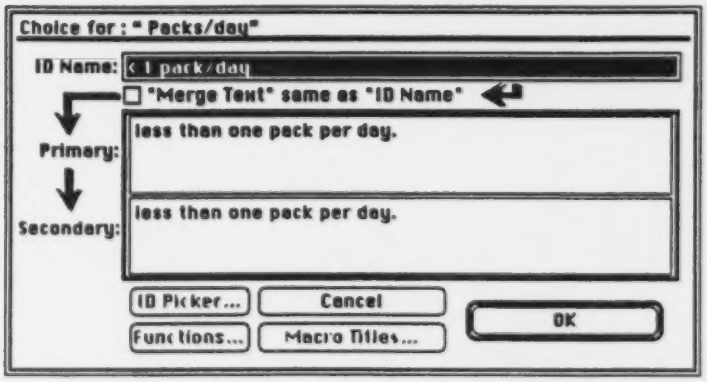
Etc.


Question List
Questionnaire Controls
New >>
Modify
Delete
Duplicate
Export...
Close
Save
Hide Editor
Save As...
File:
Revert
Untitled for Test
Does the patient Smoke?
OK
OK & Next
Answers
No
Yes*


Choice for : "Smoking"
ID Name:
No
"Merge Text" same as "ID Name"
Primary:
does not smoke
Secondary:
does not smoke
ID Picker...
Cancel
Functions...
Macro Titles...
OK



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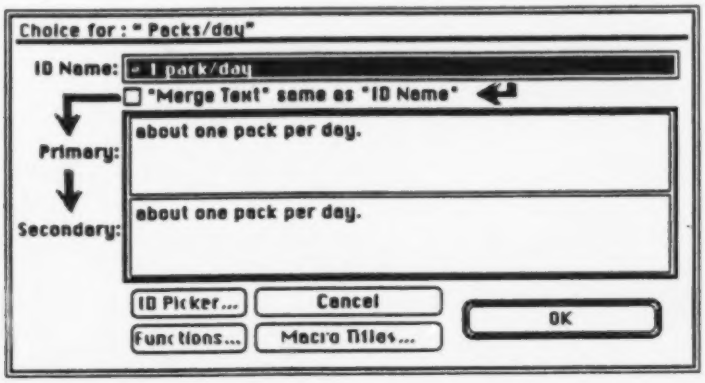


•
•
•

**Etc.**

## USING the Questionnaire:

1. Answer the Questionnaire-based answers for all document merge fields. (One or more Questionnaires).

2. Merge Primary (or Secondary) language with the open document.

Example:

1. Open the QUESTIONNAIRE(s)
   AND
   Questionnaire Document OR STATIONERY in some order:

For this specific example,

"Mary states that she smokes about one pack of cigarettes a day."

We now have this Questionnaire Document—

«PName» states that «PRef[2]» «Smoking».

2. ANSWER the Questionnaire…



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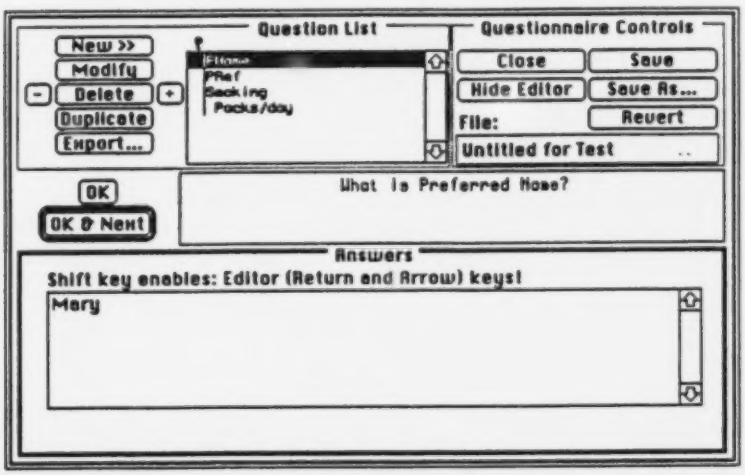
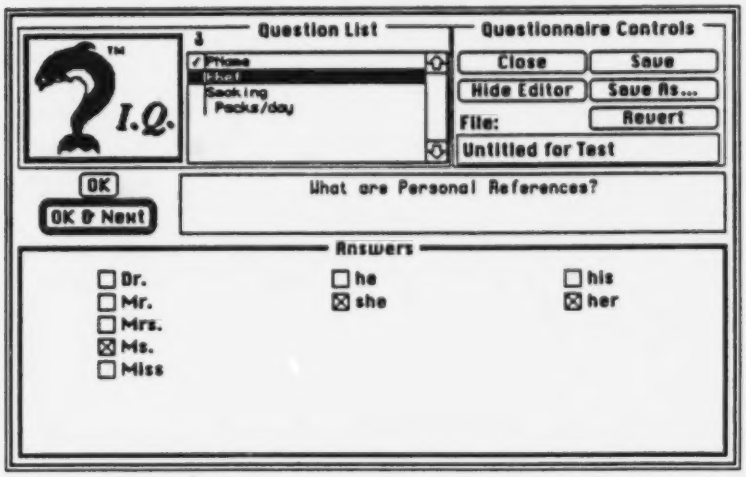
Select/type the answers and click the **OK & Next** button.



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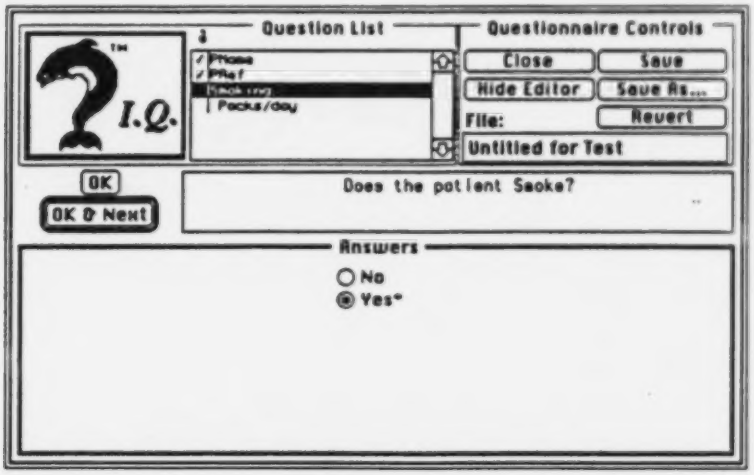
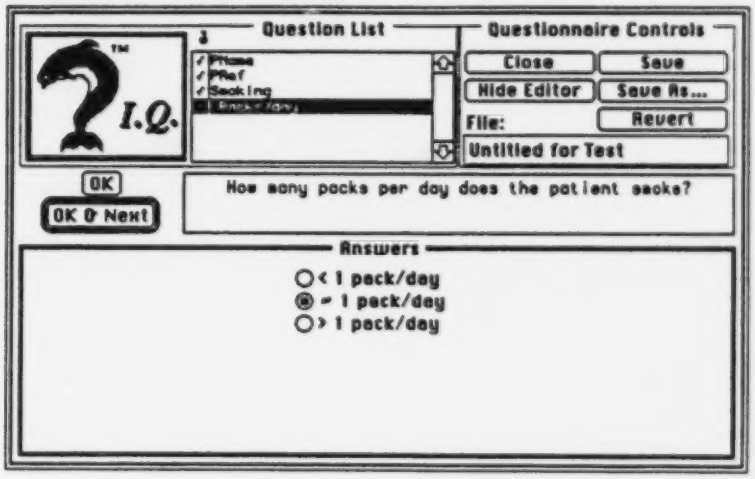
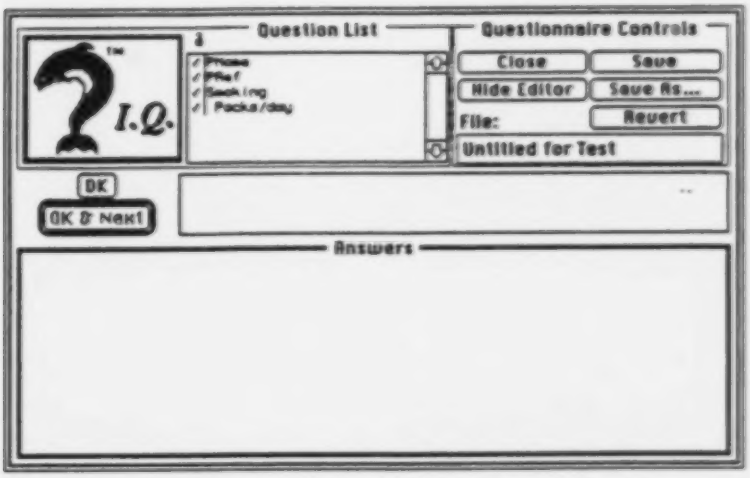
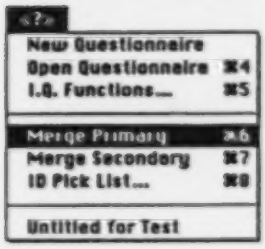

Question List
Questionnaire Controls
I.Q.
Close
Save
Hide Editor
Save As...
File:
Revert
Untitled for Test
OK
OK & Next
Does the patient Smoke?
Answers
No
Yes*


Question List
Questionnaire Controls
I.Q.
Close
Save
Hide Editor
Save As...
File:
Revert
Untitled for Test
OK
OK & Next
How many packs per day does the patient smoke?
Answers
< 1 pack/day
= 1 pack/day
> 1 pack/day




3. Click the **Hide Editor** button for Questionnare...

4. From the «?» menu, choose **Merge Primary** or **Merge Secondary** (the same in this example).




Intelligent Questionnaire merges the answers from the Questionnaire to the merge document!

«PName» states that «PRef[2]» «Smoking»

BECOMES, in this example...

Mary states that she smokes about one pack per day.



BEST COPY AVAILABLE

ATTACHMENT

Completed CAJSE Instruments

**Student:** «Student FName» «Student LName» **Date:** «DATE(3)»

**Instructor:** «Instructor Name»
«CLR(«PtTot»,0)»

# A.Interactions among Staff and Children

**A-1. Staff interact frequently with children showing affection, interest, and respect.**

«Interact»
**A-2. Staff are available and responsive to children.**

«Available»
**A-3a. Staff speak with children in a friendly, courteous manner.**

«Speak courteously»
**A-3b. Staff talk with individual children, and encourange children of all ages to use language.**

«Talk with individual children»
**A-4a. Staff treat children of all races, religions, family backgrounds, and cultures equally with respect and consideration.**

«Treat with equal respect»
**A-4b. Staff provide children of both sexes with equal opportunities to take part in all activities.**

«Treat with no gender bias»
**A-5. Staff encourage independence in children as they are ready.**

«Encourage independence»
**A-6a. Staff use positive approaches to help children behave constructively.**

«Constructive behavior»
**A-6b. Staff do not use physical punishment or other negative discipline methods that hurt, frighten, or humiliate children.**

«Non-punishing»
**A-7. Overall sound of group is pleasant most of the time.**

«Pleasant-sounding group»
**A-8a. Children are generally comfortable, relaxed, happy, and involved in play and other activities.**

«Comfortable, relaxed & happy»
**A-8b. Staff help children deal with anger, sadness, and frustration by**

**comforting, identifying, reflecting feelings, and helping children use words to solve their problems.**

«Help with anger, sadness, fru»

A-9. **Staff encourage prosocial behaviors in children such as cooperating, helping, taking turns, talking to solve problems.**

«Prosocial behavior»

A-10. **Staff expectations of children's social behavior are developmentally appropriate.**

«Appropriate expectations»

A-11. **Children are encouraged to talk about feelings and ideas instead of solving problems with force.**

«Feelings—not force»

«GradeMethod»

**Student:** Ralph Labrat **Date:** Aug 11, 1995

**Instructor:** Mary Grader

# A.Interactions among Staff and Children

**A-1. Staff interact frequently with children showing affection, interest, and respect.**

Interactions by Ralph were partially met to criterion. These interactions needed improvement:
He talks with and listen to individual children during activities and routines (arriving/departing, eating).

**A-2. Staff are available and responsive to children.**

Ralph availablility could be improved if these criteria were met:
Reassure crying toddlers.

**A-3a. Staff speak with children in a friendly, courteous manner.**

Ralph speaks courteously but would be improved by more attention to these criteria:
Speak with individual children often.
He includes child in conversations; describe actions, experiences, and events; listen and respond to children's comments and suggestions.

**A-3b. Staff talk with individual children, and encourange children of all ages to use language.**

Talking with individual children was fully met to these criteria:
Ralph repeats infant sounds.

**A-4a. Staff treat children of all races, religions, family backgrounds, and cultures equally with respect and consideration.**

Ralph could improve showing treatment of equal respect by improving to these criteria:
Ralph initiates activities and discussions to build positive self-identity and teach the value of differences.

**A-4b. Staff provide children of both sexes with equal opportunities to take part in all activities.**

Improvement in showing no gender bias could be improve, for example:
Provide models, props, and visual images tht counter traditional sex-role limitations (i.E., femal firefighters, male nurses, etc.).

**A-5. Staff encourage independence in children as they are ready.**

These examples of encouraging independence by Ralph would improve performance:
Older infants: finger feeding self.

**A-6a. Staff use positive approaches to help children behave constructively.**

Ralph, you definitely need to concentrate on these guidance methods to encourage more constructive behavior:
Redirection.
Consistent, clear rules developed in conjunction with children and discussed with them to make sure they understand.
Staff describe the situation to encourage children's evaluation of the problem rather than impose the solution.

**A-6b. Staff do not use physical punishment or other negative discipline methods that hurt, frighten, or humiliate children.**

Examples of non-punishing methods were could improve your performance:
Ralph does not force children to apologize or explain their behavior but help children recognize another child's feelings.

**A-7. Overall sound of group is pleasant most of the time.**

A pleasant overall sound most of the time could be achieved if these situations were observed:
Happy laughter, excitement, busy activity, relaxed talking.

**A-8a. Children are generally comfortable, relaxed, happy, and involved in play and other activities.**

Ralph, you fully met this expectation.

**A-8b. Staff help children deal with anger, sadness, and frustration by comforting, identifying, reflecting feelings, and helping children use words to solve their problems.**

Ralph, you partially met this expectation.

**A-9. Staff encourage prosocial behaviors in children such as cooperating, helping, taking turns, talking to solve problems.**

These examples of prosocial behavior could help you fully meet criteria:
Adults model the desire behaviors.

**A-10. Staff expectations of children's social behavior are developmentally appropriate.**

Your expectations of social behavior were partially met to criteria. Ralph, for

example, you could:
Infants interact (look, touch gently, vocalize) feely with one another as Ralph observes, alert to respond and model safe interaction when necessary.

**A-11. Children are encouraged to talk about feelings and ideas instead of solving problems with force.**

Feelings, not force, was fully encouraged, for example:
Adults supply appropriate words for infants and toddlers to help them learn ways to get along in a group.

71%

## ASEPSIS EVALUATION

«CLR(«PtTot»,0)»«gender»
**Date:** «DATE(5)» **Student:** «Student FName» «Student LName»

**Patient:** «Patient Name»

---

| | | |
|---|---|---|
| 1. | «Student FName» placed rheostat on floor. | «place rheostat» |
| 2. | «Student FName» performs hand washing. | «hand wash» |
| 3. | «he» wore personal protection. | «personal protection» |
| 4. | «Student FName» maintained dust-free operatory. | «dust-free» |
| 5. | «he» disinfected all armamentarium that cannot be sterilized. | «disinfection» |
| 6. | «he» placed barriers on particular areas of unit. | «barrier placement» |
| 7. | «Student FName» prepared basis unit set-up. | «basic set-up» |
| 8. | «Student FName» prepared braket-tray and counter set-up. | «bracket-tray and counter set-» |
| 9. | «Student FName» covered bracket table. | «cover bracket table» |
| 10. | «he» wore gloves, face mask, and glasses during all intraoral procedures. | «wear gloves, etc» |
| 11. | «he» recognized and corrected breaks in aseptic chain. | «break in aseptic chain» |
| 12. | «Student FName» maintained clean working area. | «maintain clean area» |
| 13. | «he» prepared instruments and suppl8ies to be autoclaved. | «prepare for autoclave» |
| 14. | «he» prepared materials and equipment to be disinfected. | «prepare for disinfection» |
| 15. | «he» prepared prophy angle for sterilization. | «prepare prophy angle» |
| 16. | «Student FName» prepared operatory. | «prepare operatory» |

COMMENTS:

Grade: «Template["Grade"]»

Instructor Signature:

___

Student Signature:

___

## ASEPSIS EVALUATION

**Date:** August 11, 1995 **Student:** Ralph Labrat

**Patient:** Labrat

---

| | | |
|---|---|---|
| 1. | Ralph placed rheostat on floor. | Acceptable |
| 2. | Ralph performs hand washing. | Acceptable |
| 3. | He wore personal protection. | Acceptable |
| 4. | Ralph maintained dust-free operatory. | Acceptable |
| 5. | He disinfected all armamentarium that cannot be sterilized. | Acceptable |
| 6. | He placed barriers on particular areas of unit. | Acceptable |
| 7. | Ralph prepared basis unit set-up. | Acceptable |
| 8. | Ralph prepared braket-tray and counter set-up. | Acceptable |
| 9. | Ralph covered bracket table. | Acceptable |
| 10. | He wore gloves, face mask, and glasses during all intraoral procedures. | Acceptable |
| 11. | He recognized and corrected breaks in aseptic chain. | Acceptable |
| 12. | Ralph maintained clean working area. | Acceptable |
| 13. | He prepared instruments and suppl8ies to be autoclaved. | Acceptable |
| 14. | He prepared materials and equipment to be disinfected. | Acceptable |
| 15. | He prepared prophy angle for sterilization. | Acceptable |
| 16. | Ralph prepared operatory. | Acceptable |

COMMENTS:

Grade: Excellent

Instructor Signature:

Student Signature:

**TARRANT COUNTY JUNIOR COLLEGE**
**MEDICAL RECORD TECHNOLOGY/MEDICAL CODING SPECIALIST**

**STUDENT EVALUATION**
**MRT 1472 MEDICAL CODING SPECIALIST CLINICAL**

«CLR(«PtTot»,0)»«gender»
**Student** «Student FName» «Student LName»**Facility** «Facility»**Dates:** «Datefrom»
**from** **to** «Dateto»

PROFESSIONAL CONDUCT

**DEPENDABILITY**

ATTENDANCE
«Attendance»

**Comments:**

PUNCTUALITY
«Punctuality»

**Comments:**

**APPEARANCE**

GROOMING/HYGIENE & DRESS
«Grooming»

**Comments:**

**INTERPERSONAL RELATIONS/COMMUNICATIONS**

WORK RELATIONSHIPS
«Work relations»

**Comments:**

RESPONSE TO CONSTRUCTIVE CRITICISM
«Criticism»

**Comments:**

**QUALITY OF WORK**

ABILITY TO FOLLOW INSTRUCTIONS

«Follow instructions»

**Comments:**

ORGANIZATION AND COMPLETION OF WORK
«Organization»

**Comments:**

ABILITY TO WORK WITH SUPERVISION
«Supervision»

**SCORE** **«GradeMethod»**

**TARRANT COUNTY JUNIOR COLLEGE**
**MEDICAL RECORD TECHNOLOGY/MEDICAL CODING SPECIALIST**

**STUDENT EVALUATION**
**MRT 1472 MEDICAL CODING SPECIALIST CLINICAL**

**Student** Ralph Labrat **Facility** Labrat **Dates:** 2/2/95 **from to** 10/1/95

PROFESSIONAL CONDUCT

**DEPENDABILITY**

ATTENDANCE
Ralph was never absent.

**Comments:**

PUNCTUALITY
Ralph was never late.

**Comments:**

**APPEARANCE**

GROOMING/HYGIENE & DRESS
Ralph is always neat and well-groomed. He is professional. He always reports wearing his I.D. Badge.

**Comments:**

**INTERPERSONAL RELATIONS/COMMUNICATIONS**

WORK RELATIONSHIPS
Ralph is always friendly and relates well to all personnel. He is an excellent team worker. (100% of the time).

**Comments:**

RESPONSE TO CONSTRUCTIVE CRITICISM
Ralph accepts guidance and criticism. He changes behavior to improve. He seeks out constructive criticism and guidance.

**Comments:**

## QUALITY OF WORK

ABILITY TO FOLLOW INSTRUCTIONS
Ralph is extremely quick and has excellent comprehension.

**Comments:**

ORGANIZATION AND COMPLETION OF WORK
Ralph consistently completes all his work on time. He plans ahead. Ralph makes good use of all of his time.

**Comments:**

ABILITY TO WORK WITH SUPERVISION
The minimum amount of supervision is required for Ralph.

**SCORE** 100%

Student: «Student FName» «Student LName» Date: «DATE(3)»

**MED-SURG II PRACTICUM PERFORMANCE EVALUATION**
**Grading Sheet (1:l) 600 points**

«CLR(«TempTot»,0)»«gender»

**MEASURED CRITERIA**

PROVIDER OF CARE **«Provider of Care»**/[150]

«relates theory data» «he» relates theory data for specific patient.
«initial asssessment» «Student FName» does initial assessment of each patient.
«formulates database» «he» formulates data base (chart, nursing care plan, shift report and assessment.
«derives diagnoses» «he» derives appropriate nursing diagnoses.
«analyzes behavior» «he» analyzes patient behavior to determine nursing goals and interventions.
«provides interventions»«he» provides interventions based onscientific rationale and patient data.
«prioritizes» «he» prioritizes immediate (nutrition/elimination, etc) and long-term needs.
«individualized plan» «he» devises individualized nursing care plan/discharge planning.
«completes procedures»«Student FName» completes procedures efficiently.
«safety precautions» «Student FName» carries out safety precautions.
«maintains comfort» «Student FName» maintains patient comfort.
«nursing measures» «he» evaluates +/- responses to nursing measures.
«ordered therapy» «he» evaluates +/- responses to ordered therapy.
«CDC guidelines» «Student FName» follows CDC guidelines.
**Notations by Instructor:**

---

Personal Cleanliness **«Personal Cleanliness»**/[30]
«provide privacy» «Student FName» provides privacy.
«prevents chilling» «Student FName» prevents chilling.

Assists with hygienic needs
«premeal prep» premeal preparation.
«oral care» oral care.
«cath care» cath care.
«skin care» skin care.

Provides safe environment
«unit neat» unit neat and orderly.
«side rails» side rails as indicated.
«wheels locked» wheels locked and in place.
«linens safe» maintains linens safe & secure.
**Notations by Instructor:**

---

Medication Administration **«Medication Admin»**/[30]
«follows procedure» «Student FName» follows procedure for hospital.
«drug information» «he» is prepared with drug information.

«administer drug» «Student FName» administers drug/"5 rights."
«records properly» «he» records properly administration/response to patient.
**Notations by Instructor:**

---

Fluids and Mobility **«Fluids & Mobility»**/[30]
«fluid intake» «he» measures/records: type, amount, and time of fluid intake.
«output» «he» measures and records output.
«body alignment» «he» supports, turns, and positions patient in correct body alignment.
«exercise» «he» provides active/passive exercise as indicated.
«transfers/ambulates» «Student FName» transfers/ambulates safely (stabilized, balance).
**Notations by Instructor:**

---

I.V. Care **«IV Care»**/[30]
«IV procedure» «Student FName» follows procedure.
«calculates infusion» «he» calculates and maintains infusion.
«dates/times tubing» «he» dates/times tubing.
«records IV site» «he» records appearance/location of IV site.
«electrolyte balance» «he» assesses hydration/electrolyte balance.
«charts fluid» «Student FName» charts fluid amount left at end of "shift."
«charts prn» «he» charts on IV fluid record prn.
**Notations by Instructor:**

---

ROLE OF TEACHER **«Role of Teacher»**/[60]
«teaching interest» «he» assesses patient and family need for/interest in teaching.
«provides teaching» «he» provides teaching/learning activity utilizeing teaching principles.
«team collaboration» «Student FName» collaborates with health team in teaching.
«documents teaching» «he» documents patient/family response to teaching.
**Notations by Instructor:**

---

ROLE OF COMMUNICATOR **«Role of Communicator»**/[120]
«social communication»«he» uses social therapeutic communication and intervenes appropriately.
«health team communication»«he» communicates with health team in providing/evaluating care.
«involves family» «he» involves family in planning care.
«updates care plan» «he» updates and revises hospital nursing care plan.
«records observations»«he» records appropriate observations/findings in nurses notes (accuracy & legibility).
«follows instructions»«Student FName» demonstrates evidence of following instructions.
**Notations by Instructor:**

---

ROLE OF MANAGER/TIME MANAGEMENT **«Role of Manager»** /[90]
«time frame» «he» manages care of 2-3 patients within appropriate time frame.
«priorities» «Student FName» sets priorities, reorganizing as necessary.
«completes tasks» «he» completes tasks within appropriate time frame.
«conserves supplies» «Student FName»utilizes and conserves supplies appropriately.
«continuity of care» «he»assumes responsibility for maintaining continuity of care.
**Notations by Instructor:**

ROLE OF MEMBER WITIN PROFESSION **«Role of Member»**/[60]

| | |
|---|---|
| «staff presence» | «he» functions effectively in presence of instructor/staff. |
| «independent» | «he» demonstrates independent behavior. |
| «caring» | «Student FName» demonstrates caring behaviors. |
| «confidential info» | «he» protects patient/family rights concerning confidential information. |
| «policy adherence» | «Student FName» adheres to established policy/procedures. |
| «appearance» | «he» maintains professional appearance. |
| «punctual» | «he» assumes responsibility for punctuality. |

**Notations by Instructor:**

GRADE = **«Template["Grade"]»**INSTRUCTOR: «Instructor Name» DATE:

COMMENTS:

STUDENT: DATE:

COMMENTS:

Student: Ralph Labrat Date: Aug 11, 1995

## MED-SURG II PRACTICUM PERFORMANCE EVALUATION
### Grading Sheet (1:l) 600 points

**MEASURED CRITERIA**

PROVIDER OF CARE **0**/[150]

| | |
|---|---|
| Excellent | he relates theory data for specific patient. |
| Excellent | Ralph does initial assessment of each patient. |
| Excellent | he formulates data base (chart, nursing care plan, shift report and assessment. |
| Excellent | he derives appropriate nursing diagnoses. |
| Excellent | he analyzes patient behavior to determine nursing goals and interventions. |
| Excellent | he provides interventions based onscientific rationale and patient data. |
| Excellent | he prioritizes immediate (nutrition/elimination, etc) and long-term needs. |
| Excellent | he devises individualized nursing care plan/discharge planning. |
| Excellent | Ralph completes procedures efficiently. |
| Excellent | Ralph carries out safety precautions. |
| Excellent | Ralph maintains patient comfort. |
| Excellent | he evaluates +/- responses to nursing measures. |
| Excellent | he evaluates +/- responses to ordered therapy. |
| Excellent | Ralph follows CDC guidelines. |

**Notations by Instructor:**

---

Personal Cleanliness **30**/[30]

| | |
|---|---|
| Excellent | Ralph provides privacy. |
| Excellent | Ralph prevents chilling. |

Assists with hygienic needs

| | |
|---|---|
| Excellent | premeal preparation. |
| Excellent | oral care. |
| Excellent | cath care. |
| Excellent | skin care. |

Provides safe environment

| | |
|---|---|
| Excellent | unit neat and orderly. |
| Excellent | side rails as indicated. |
| Excellent | wheels locked and in place. |
| Excellent | maintains linens safe & secure. |

**Notations by Instructor:**

---

Medication Administration **30**/[30]

| | |
|---|---|
| Excellent | Ralph follows procedure for hospital. |
| Excellent | he is prepared with drug information. |
| Excellent | Ralph administers drug/"5 rights." |
| Excellent | he records properly administration/response to patient. |

**Notations by Instructor:**

---

Fluids and Mobility **30**/[30]

| | |
|---|---|
| Excellent | he measures/records: type, amount, and time of fluid intake. |
| Excellent | he measures and records output. |
| Excellent | he supports, turns, and positions patient in correct body alignment. |
| Excellent | he provides active/passive exercise as indicated. |
| Excellent | Ralph transfers/ambulates safely (stabilized, balance). |

**Notations by Instructor:**

---

I.V. Care **30**/[30]

| | |
|---|---|
| Excellent | Ralph follows procedure. |
| Excellent | he calculates and maintains infusion. |
| Excellent | he dates/times tubing. |
| Excellent | he records appearance/location of IV site. |
| Excellent | he assesses hydration/electrolyte balance. |
| Excellent | Ralph charts fluid amount left at end of "shift." |
| Excellent | he charts on IV fluid record prn. |

**Notations by Instructor:**

---

ROLE OF TEACHER **60**/[60]

| | |
|---|---|
| Excellent | he assesses patient and family need for/interest in teaching. |
| Excellent | he provides teaching/learning activity utilizeing teaching principles. |
| Excellent | Ralph collaborates with health team in teaching. |
| Excellent | he documents patient/family response to teaching. |

**Notations by Instructor:**

---

ROLE OF COMMUNICATOR **120**/[120]

| | |
|---|---|
| Excellent | he uses social therapeutic communication and intervenes appropriately. |
| Excellent | he communicates with health team in providing/evaluating care. |
| Excellent | he involves family in planning care. |
| Excellent | he updates and revises hospital nursing care plan. |
| Excellent | he records appropriate observations/findings in nurses notes (accuracy & legibility). |
| Excellent | Ralph demonstrates evidence of following instructions. |

**Notations by Instructor:**

---

ROLE OF MANAGER/TIME MANAGEMENT **90** /[90]

| | |
|---|---|
| Excellent | he manages care of 2-3 patients within appropriate time frame. |
| Excellent | Ralph sets priorities, reorganizing as necessary. |
| Excellent | he completes tasks within appropriate time frame. |
| Excellent | Ralphutilizes and conserves supplies appropriately. |
| Excellent | heassumes responsibility for maintaining continuity of care. |

**Notations by Instructor:**

---

ROLE OF MEMBER WITIN PROFESSION **60**/[60]

| | |
|---|---|
| Excellent | he functions effectively in presence of instructor/staff. |
| Excellent | he demonstrates independent behavior. |

| | |
|---|---|
| Excellent | Ralph demonstrates caring behaviors. |
| Excellent | he protects patient/family rights concerning confidential information. |
| Excellent | Ralph adheres to established policy/procedures. |
| Excellent | he maintains professional appearance. |
| Excellent | he assumes responsibility for punctuality. |

**Notations by Instructor:**

---

GRADE = C

INSTRUCTOR: Mary Grader DATE:

COMMENTS:

STUDENT: DATE:

COMMENTS:

Student: «Student FName» «Student LName» Date: «DATE(3)»

Instructor: «Instructor Name»

## PERFORMANCE EVALUATION: STERILE TECHNIQUE

«CLR(«PtTot»,0)»«gender»

**3 points** Task performed satisfactorily without prompting.
**2 points** Task performed satisfactorily with self-initiated correction.
**1 point** Task performed satisfactorily 1 prompting statement.
**0 point** Task performed incorrectly or with more than 1 prompting statement.

**TASKS:**

### 1. WHIRLPOOL PROCEDURE

| | | |
|---|---|---|
| «water temp» | a. | «he» insures correct water temperature. |
| «antimicrobial» | b. | «Student FName» adds microbial agent to water, prn. |
| «runs agitator» | c. | «he» runs agitator after adding agent to water. |
| «removes bandages» | d. | «he» correctly removes bandages and dressings. |
| «measures wound» | e. | «he» measures size, depth of wound, odor, color of tissue, drainage. |
| «documents wound» | f. | «he» documents size, depth of wound, odor, color of tissue, drainage. |
| «patient in water» | g. | «Student FName» puts patient or part in water. |
| «soaks off dressing» | h. | «he» allows dressings to soak off, prn a nd removes from whirlpool. |
| «adjusts agitator» | i. | «he» adjusts height, direction and force of agitator flow for part being treated. |

### 2. SETTING UP STERILE FIELD

| | | |
|---|---|---|
| «washes hands1» | a. | «he» washes «his» hands. |
| «creates sterile field» | b. | «Student FName» creates sterile field. |
| «preserve field» | c. | «he» places equipment and supplies in sterile field withouth touching field, supplies or without crossing field. |

### 3. DEBRIDEMENT PROCEDURE

| | | |
|---|---|---|
| «washes hands2» | a. | «Student FName» washes «his» hands. |
| «remove from whirlpool» | b. | «Student FName» removes patient from whirlpool. |
| «dries area» | c. | «he» dries area with sterile towel, patting all around the wound. |
| «positions patient» | d. | «he» positions patient for dressing. |
| «washes hands3» | e. | «he» washes «his» hands. |
| «dons sterile wear» | f. | «he» dons sterile gloves, gown, mask, shield, goggles, booties, cap, prn in correct sequence. |
| «maintains sterility1» | g. | «Student FName» maintains sterility when obtaining Debridement instruments. |
| «maintains sterility2» | h. | «Student FName» maintains sterility when performing Debridement procedure. |

### 4. STERILE DRESSING

| | | |
|---|---|---|
| «removes/replaces wear» | a. | «Student FName» removes gloves, washes hands, dons clean |

| | | |
|---|---|---|
| | | sterile gloves, prn. |
| «applies antimicrobial» | b. | «Student FName», while maintaining sterility, correctly applies antimicrobial agent. |
| «applies bandage» | c. | «Student FName», while maintaining sterility, applies 4x4s, Kerlex, Kling, tube gauze, Spandage, and ace wrap, prn. |
| «removes wear» | d. | «he» correctly degloves, removes mask, gown, shield, boots, cap, prn in correct sequence. |
| «washes hands4» | e. | «he» washes «his» hands. |

**5. CLEAN UP**

| | | |
|---|---|---|
| «dons gloves» | a. | «he» dons examining gloves. |
| «cleans devices» | b. | «Student FName» cleans whirlpoool, chair, lift, stretcher, prn. |
| «dispose instruments» | c. | «Student FName» properly disposes of sharp instruments. |
| «dispose materials» | d. | «he» properly disposes of contaminated materials. |
| «washes hands5» | e. | «he» washes «his» hands. |

GRADE = «GradeMethod»

Student: Ralph Labrat Date: Aug 11, 1995

Instructor: Mary Grader

## PERFORMANCE EVALUATION: STERILE TECHNIQUE

**3 points** Task performed satisfactorily without prompting.
**2 points** Task performed satisfactorily with self-initiated correction.
**1 point** Task performed satisfactorily 1 prompting statement.
**0 point** Task performed incorrectly or with more than 1 prompting statement.

### TASKS:

**1. WHIRLPOOL PROCEDURE**

| | | |
|---|---|---|
| 3 points | a. | He insures correct water temperature. |
| 3 points | b. | Ralph adds microbial agent to water, prn. |
| 3 points | c. | He runs agitator after adding agent to water. |
| 3 points | d. | He correctly removes bandages and dressings. |
| 3 points | e. | He measures size, depth of wound, odor, color of tissue, drainage. |
| 3 points | f. | He documents size, depth of wound, odor, color of tissue, drainage. |
| 3 points | g. | Ralph puts patient or part in water. |
| 3 points | h. | He allows dressings to soak off, prn a nd removes from whirlpool. |
| 3 points | i. | He adjusts height, direction and force of agitator flow for part being treated. |

**2. SETTING UP STERILE FIELD**

| | | |
|---|---|---|
| 3 points | a. | He washes his hands. |
| 3 points | b. | Ralph creates sterile field. |
| 3 points | c. | He places equipment and supplies in sterile field withouth touching field, supplies or without crossing field. |

**3. DEBRIDEMENT PROCEDURE**

| | | |
|---|---|---|
| 3 points | a. | Ralph washes his hands. |
| 3 points | b. | Ralph removes patient from whirlpool. |
| 3 points | c. | He dries area with sterile towel, patting all around the wound. |
| 3 points | d. | He positions patient for dressing. |
| 3 points | e. | He washes his hands. |
| 3 points | f. | He dons sterile gloves, gown, mask, shield, goggles, booties, cap, prn in correct sequence. |
| 3 points | g. | Ralph maintains sterility when obtaining Debridement instruments. |
| 3 points | h. | Ralph maintains sterility when performing Debridement procedure. |

**4. STERILE DRESSING**

| | | |
|---|---|---|
| 3 points | a. | Ralph removes gloves, washes hands, dons clean sterile gloves, prn. |
| 3 points | b. | Ralph, while maintaining sterility, correctly applies |

antimicrobial agent.

| | | |
|---|---|---|
| 3 points | c. | Ralph, while maintaining sterility, applies 4x4s, Kerlex, Kling, tube gauze, Spandage, and ace wrap, prn. |
| 3 points | d. | He correctly degloves, removes mask, gown, shield, boots, cap, prn in correct sequence. |
| 3 points | e. | He washes his hands. |

**5. CLEAN UP**

| | | |
|---|---|---|
| 3 points | a. | He dons examining gloves. |
| 3 points | b. | Ralph cleans whirlpoool, chair, lift, stretcher, prn. |
| 3 points | c. | Ralph properly disposes of sharp instruments. |
| 3 points | d. | He properly disposes of contaminated materials. |
| 3 points | e. | He washes his hands. |

GRADE = 100%

## COMPETENCY EVALUATION

«CLR(«PtTot»,0)»
Student «Student FName» «Student LName» Evaluator «Evaluator Name» Date «Date»

Laboratory «Which evaluation»

Procedure «Procedure»

Patient # «Patient No.» Hospital «Hospital» Room # «Room No.»

Each area below is rated as:
0 — Unacceptable
5 — Needs Improvement
10 — Acceptable

A "0" in any of these areas results in a score of "0" for that projection.

Identify Projection — Projection # [project no]

Pre-Exposure Performance

1. Interpretation of Requisition
   «Interpretation of Requisition»
2. Facilities Readiness
   «Facilities Readiness»
3. Patient Care and Handling
   «Patient Care & Handling»

Image Evaluation

4. Correct Film Size and Axis Alignment
   «Correct Film Size & Axis Alig»
5. Correct Tube-Part-Film Alignment
   «Correct Tube-Part-Film Align»
6. Correct Radiographic Positioning
   «Correct Radiographic Position»
7. Correct Density, Contrast, and Definition
   «Correct density, contrast, de»
8. Correct Patient Identification and Markers
   «Correct Patient ID & Markers»
9. Evidence of Radiation Protection (Boarders, Gonad Shields, etc.)
   «Radiation Protection»
10. Identification of Anatomical Structures Demonstrated
    «ID Anatomical Structures»

Student's Signature_____ Total Score «GradeMethod»

## COMPETENCY EVALUATION

Student Ralph Labrat Evaluator Mary Grader Date August 11, 1995

Laboratory Laboratory Evaluation

Procedure Upper Thoracic

Patient # 44 Hospital All Saints Cityview Room # 212

Each area below is rated as:
0 — Unacceptable
5 — Needs Improvement
10 — Acceptable

A "0" in any of these areas results in a score of "0" for that projection.

Identify Projection — Projection # [project no]

Pre-Exposure Performance

1. Interpretation of Requisition
   Needs Improvement — S C O R E — 5

These performance objectives should be improved:
Recall the history on the requisition
Identify the procedure to be done
Recall the patient's name and age
Identify mode of transportation to the clinical area
Pronounce the patient's name (within reasonable limits)
Recall the appropriate routine projections

2. Facilities Readiness
   Acceptable — S C O R E — 10

You met each of these performance objectives well, Ralph:
Have radiographic table and other equipment clean and ready

3. Patient Care and Handling
   Unacceptable — S C O R E — 0

You need to improve on every one of these performance objectives:
Select the correct patient
Exhibit care for patient paraphernalia (I.V. tubes, etc.)
Talk with patient in a concerned, professional manner
Follow proper isolation procedure when appropriate
Explain examination to patient

Image Evaluation

4. Correct Film Size and Axis Alignment
Needs Improvement — S C O R E — 5
These performance objectives should be improved:
Select the correct film size for the required projections

5. Correct Tube-Part-Film Alignment
Acceptable — S C O R E — 10
You met each of these performance objectives well, Ralph:
Align center of part to the center of the film
Center CR to the center of film
Angle the CR the proper amount and direction to the center of the film

6. Correct Radiographic Positioning
Needs Improvement — S C O R E — 5
These performance objectives should be improved:
The body part in proper position

7. Correct Density, Contrast, and Definition
Acceptable — S C O R E — 10
You met each of these performance objectives well, Ralph:
Proper density and contrast
Correct use of film, film holder, grid, etc.
No motion or artifacts

8. Correct Patient Identification and Markers
Needs Improvement — S C O R E — 5
These performance objectives should be improved:
Correct right or left markers are properly placed
Time and/or position markers correctly placed

9. Evidence of Radiation Protection (Boarders, Gonad Shields, etc.)
Acceptable — S C O R E — 10
You met each of these performance objectives well, Ralph:
Demonstrate utilization of lead apron and gloves, if appropriate
Wear film badge as required

10. Identification of Anatomical Structures Demonstrated
Acceptable — S C O R E — 10
You met each of these performance objectives well, Ralph:
Name the anatomical structures demonstrated on the radiograph

Student's Signature_____ Total Score 70

## PERFORMANCE EVALUATION: OXYGEN ADMINISTRATION

Date: Lab «Lab Date» Clinical «Clinical Date» Agency «Agency Date»
Lab: Pass Fail Clinical: Pass Fail
Student Name: «Student FName» «Student LName» Instructor Name «Instructor Name»
No. of times observed in clinical No. of times practiced in clinical
«CLR(«PtTot»,0)»

**PASSING CRITERIA:**

Clinical evaulation requires 100% score for successful completion. Laboratory evaluation requires 90% or better on the procedure. Tasks indicated by * must receive at least 1 point or the evaluation is terminated. Procedure must be performed within the designated time or the performance receives a failing grade.

**SCORING:**

| | |
|---|---|
| 2 points | Task performed satisfactorily without prompting. |
| 1 point | Task performed satisfactorily with self-initiated correction. |
| 0 point | Task performed incorrectly or with prompting required. |
| NA | Task not applicable to the patient care situation. |

**TASKS:**

| | | |
|---|---|---|
| * | 1. Verifies the physician's order | «Physician order» |
| * | 2. Washes hands | «Hand wash» |
| | 3. Obtains the required equipment | |
| * | a. Oxygen flowmeter | «Oxygen flowmeter» |
| * | b. Humidifier | «Humidifier» |
| * | c. Sterile water | «Sterile water» |
| * | d. Oxygen connecting tubing | «Oxygen connecting tubing» |
| * | e. Oxygen administration device | «Oxygen administration device» |
| * | f. *No Smoking Sign(s)* | «No smoking sign» |
| | 4. Identifies the patient | «Identifies patient» |
| | 5. Explains the procedure to the patient | «Explain procedure» |
| * | 6. Adjusts the device to the ordered level | «Adjust device» |
| * | 7. Applies the device to the patient | «Applies the device» |
| * | 8. Confirms the $F_1O_2$ as appropriate | «Confirms F1O2» |
| | 9. Disposes of excess equipment | «Disposes excess equipment» |
| | 10. Leaves the patient area clean and safe | «Leaves area clean and safe» |
| * | 11. Washes hands before leaving room | «Washes hands before leaving» |
| * | 12. Documents equipment, concentration, or liter flow in the patient's chart | «Documents patient chart» |

**SCORE:**

«Which evaluation» «PtTot» points of possible 34: «GradeMethod»
TIME: «Duration» out of possible 20 minutes.

**STUDENT SIGNATURES:** **INSTRUCTOR SIGNATURES:**

PEER: _____ LAB: _____

STUDENT:_____ CLINICAL:_____

## PERFORMANCE EVALUATION: OXYGEN ADMINISTRATION

Date: Lab 1/9/95 Clinical 1/10/95 Agency 1/11/95
Lab: Pass Fail Clinical: Pass Fail
Student Name: Ralph Labrat Instructor Name Mary Grader
No. of times observed in clinical No. of times practiced in clinical

**PASSING CRITERIA:**

Clinical evaulation requires 100% score for successful completion. Laboratory evaluation requires 90% or better on the procedure. Tasks indicated by * must receive at least 1 point or the evaluation is terminated. Procedure must be performed within the designated time or the performance receives a failing grade.

**SCORING:**

| | |
|---|---|
| 2 points | Task performed satisfactorily without prompting. |
| 1 point | Task performed satisfactorily with self-initiated correction. |
| 0 point | Task performed incorrectly or with prompting required. |
| NA | Task not applicable to the patient care situation. |

**TASKS:**

| | | |
|---|---|---|
| * | 1. Verifies the physician's order | Task performed satisfactorily without prompting |
| * | 2. Washes hands | Task performed satisfactorily without prompting |
| | 3. Obtains the required equipment | |
| * | a. Oxygen flowmeter | Task performed satisfactorily with self-initiated correction. |
| * | b. Humidifier | Task performed satisfactorily with self-initiated correction. |
| * | c. Sterile water | Task performed incorrectly or with prompting required. |
| * | d. Oxygen connecting tubing | Task performed incorrectly or with prompting required. |
| * | e. Oxygen administration device | Task performed incorrectly or with prompting required. |
| * | f. *No Smoking Sign(s)* | Task performed satisfactorily without prompting |
| | 4. Identifies the patient | Task performed satisfactorily without prompting |
| | 5. Explains the procedure to the patient | Task performed satisfactorily without prompting |
| * | 6. Adjusts the device to the ordered level | Task performed satisfactorily without prompting |
| * | 7. Applies the device to the patient | Task performed satisfactorily without prompting |
| * | 8. Confirms the $F_1O_2$ as appropriate | Task performed satisfactorily without prompting |
| | 9. Disposes of excess equipment | Task performed satisfactorily without prompting |
| | 10. Leaves the patient area clean and safe | Task performed satisfactorily without prompting |
| * | 11. Washes hands before leaving room | Task performed satisfactorily with self-initiated correction. |
| * | 12. Documents equipment, concentration, or liter flow in the patient's chart | Task performed satisfactorily with self-initiated correction. |

**SCORE:**

Peer 24 points of possible 34: 64%
TIME: 10 out of possible 20 minutes.

**STUDENT SIGNATURES:**

PEER: _____
STUDENT: _____

**INSTRUCTOR SIGNATURES:**

LAB: _____
CLINICAL: _____

Instructor: «Instructor Name» Student: «Student FName» «Student LName»

Quality of Performance: With 5 being the most positive response the rating is shown beside each criterion stated.
«CLR(«PtTot»,0)»«gender»

**5 = Outstanding**
**4 = Good**
**3 = Fair**
**2 = Poor**
**1 = Unacceptable**
**0 = Not applicable**

## *I. PROFESSIONAL ATTITUDES EVALUATION*

| | | | **Rating** |
|---|---|---|---|
| A. | Interpersonal Relations | | |
| 1. | Towards patients | | |
| | A. | «he» shows interest in the patient. | «interest in patient» |
| | B. | «he» maintains confidentiality of information. | «confidentiality of informatio» |
| | C. | By working quietly, «Student FName» shows apprehension» awareness of patient's fear and apprehension. | «awareness of |
| | D. | «he» shows concern for the patient's safety. | «concern for safety» |
| 2. | Toward Surgeons | | |
| | A. | «Student FName» shows respect for all surgeons. | «respect for surgeons» |
| | B. | «he» makes an effort to give service to all personal» surgeons regardless of personal feelings. | «service regardless |
| | C. | «he» takes objective criticism from surgeons seriously and profitably. | «take objective criticism» |
| | D. | «he» does not become emotionally upset when criticized» criticized by surgeons during the case. | «not emotional when |
| 3. | Towards Administrative Personnel | | |
| | A. | «Student FName» shows professional respect toward those for whom «he» works. | «professional respect» |
| | C. | «he» is respectful and cooperative toward the RN under whom «he» works. | «respect RN» |
| | B. | «he» accepts criticism, asks questions concerning improvement and indicates appreciation for guidelines. | «accepts criticism» |
| | D. | «Student FName» accepts assignments without disagreements. | «accepts assignments» |

4. Towards Other Personnel

| | | |
|---|---|---|
| A. | «he» shares knowledge of procedure and technique. | «shares knowledge» |
| B. | «he» communicates in a cheerful, friendly cheerfully» manner. | «communicates |
| C. | «Student FName» is generous with time by helping others with their work. | «helps others» |
| D. | «he» contributes to building group morale. | «build morale» |

B. Degree of Dependability and Integrity

| | | |
|---|---|---|
| A. | «he» arrives on time, begins work promptly. promptly» | «on time & work |
| B. | «he» notifies well in advance of expected absence or tardiness. | «notify of absence» |
| C. | «he» treats confidential information ethically confiden» regarding partients, peers and staff. | «maintain information |
| D. | «Student FName» admits errors and accepts responsibility for «his» own actions. | «admit errors» |
| E. | «he» remains on the case until work is completed or relieved or given permission to leave. | «remain on case» |
| F. | «he» abides by the Code of Ethics and demonstrates professionalism. | «abide Code of Ethics» |
| G. | «Student FName» follows hospital and program pol» program policies. | «follow hospital & |

C. Degree of Stability

| | | |
|---|---|---|
| A. | «Student FName» demonstrates emotional Frustration» control during frustrating or anger-provoking situations. | «emotional control |
| B. | «he» retains emotional control during Emergencies» emergencies. | «emotional control |
| C. | «he» follows directions during emergencies. emergencies» | «direction during |
| D. | «he» performs well under heavy workload. | «heavy workload» |
| E. | «Student FName» does not allow personal mood to affect performance. | «personal mood» |

D. Initiative

| | | |
|---|---|---|
| A. | «he» seeks opportunities to perform tasks. | «seeks opportunity» |
| B. | «he» shows interest and desire to perform tasks. | «interest to perform» |

| | | |
|---|---|---|
| C. | «he» demonstrates personal goals and success to be very important. | «demonstrate personal goals» |
| D. | «he» prepares in advance for assignments by reading preference cards and/or textbook. | «prepare in advance» |
| E. | «he» shows interest in learning new proc» procedures. | «interest in learning new |

**Performance Deficiencies**—these deficiences need to be improved:

«Performance Deficiencies»

**Recommendations of Evaluator:**

«Recommendations»

**Additional Comments:** «Additional Comments»

**Main Strengths:** «Main Strengths»

Number of Absences: «Absenses»

Overall Grade: «GradeMethod»

Instructor: Mary Grader Student: Ralph Labrat

Quality of Performance: With 5 being the most positive response the rating is shown beside each criterion stated.

**5 = Outstanding**
**4 = Good**
**3 = Fair**
**2 = Poor**
**1 = Unacceptable**
**0 = Not applicable**

## *I. PROFESSIONAL ATTITUDES EVALUATION*

| | | **Rating** |
|---|---|---|
| A. | Interpersonal Relations | |
| 1. | Towards patients | |
| A. | He shows interest in the patient. | Outstanding |
| B. | He maintains confidentiality of information. | Outstanding |
| C. | By working quietly, Ralph shows awareness of patient's fear and apprehension. | Outstanding |
| D. | He shows concern for the patient's safety. | Outstanding |
| 2. | Toward Surgeons | |
| A. | Ralph shows respect for all surgeons. | Outstanding |
| B. | He makes an effort to give service to all surgeons regardless of personal feelings. | Outstanding |
| C. | He takes objective criticism from surgeons seriously and profitably. | Outstanding |
| D. | He does not become emotionally upset when criticized by surgeons during the case. | Outstanding |
| 3. | Towards Administrative Personnel | |
| A. | Ralph shows professional respect toward those for whom he works. | Outstanding |
| C. | He is respectful and cooperative toward the RN under whom he works. | Outstanding |
| B. | He accepts criticism, asks questions concerning improvement and indicates appreciation for guidelines. | Outstanding |
| D. | Ralph accepts assignments without disagreements. | Outstanding |
| 4. | Towards Other Personnel | |
| A. | He shares knowledge of procedure and technique. | Outstanding |

| | | | |
|---|---|---|---|
| | B. | He communicates in a cheerful, friendly manner. | Outstanding |
| | C. | Ralph is generous with time by helping others with their work. | Outstanding |
| | D. | He contributes to building group morale. | Outstanding |
| B. | Degree of Dependability and Integrity | | |
| | A. | He arrives on time, begins work promptly. | Outstanding |
| | B. | He notifies well in advance of expected absence or tardiness. | Outstanding |
| | C. | He treats confidential information ethically regarding partients, peers and staff. | Outstanding |
| | D. | Ralph admits errors and accepts responsibility for his own actions. | Outstanding |
| | E. | He remains on the case until work is completed or relieved or given permission to leave. | Outstanding |
| | F. | He abides by the Code of Ethics and demonstrates professionalism. | Outstanding |
| | G. | Ralph follows hospital and program policies. | Outstanding |
| C. | Degree of Stability | | |
| | A. | Ralph demonstrates emotional control during frustrating or anger-provoking situations. | Outstanding |
| | B. | He retains emotional control during emergencies. | Outstanding |
| | C. | He follows directions during emergencies. | Outstanding |
| | D. | He performs well under heavy workload. | Outstanding |
| | E. | Ralph does not allow personal mood to affect performance. | Outstanding |
| D. | Initiative | | |
| | A. | He seeks opportunities to perform tasks. | Outstanding |
| | B. | He shows interest and desire to perform tasks. | Outstanding |
| | C. | He demonstrates personal goals and success to be very important. | Outstanding |
| | D. | He prepares in advance for assignments by reading preference cards and/or textbook. | Outstanding |
| | E. | He shows interest in learning new procedures. | Outstanding |

**Performance Deficiencies**—these deficiences need to be improved:

Tardiness/Absenteeism

Ethical behavior/Professionalism
Ralph, you can't find your way out of the garage with the doors open!

**Recommendations of Evaluator:**

Improve communication skills
Seek opportunities to learn and perform tasks.

**Additional Comments:** Try a lobotomy!

**Main Strengths:** Ralph, you a real sharp dresser!

Number of Absences: 56

Overall Grade: 100%